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ABSTRACT

This guide is intended to serve as a tool for use in examining Michigan's existing job placement program. The job placement status study and planning process outlined in the handbook and the related materials presented have been coordinated with other assessment and planning instruments currently in use by vocational educators in Michigan. The first section discusses program components, describes an operational model, and outlines goals and objectives for coordinated job placement. Discussed next are a review and planning procedure, planning steps, and the job placement program status and planning cycle. The third section covers procedures for developing and conducting a status study and includes master, job placement personnel, administrator, guidance personnel, vocational/occupational instructor, employer, and student questionnaires. The final section describes the following steps in conducting a status study: selecting participants and assigning review numbers, sampling and random sampling, recordkeeping, designating sample sizes, assigning status study numbers, completing tally sheets, using external expertise, conducting an external team review, conducting a parent/guardian survey, selecting respondents and telephone interviewers, developing a sample script for a telephone survey, completing a facilitator's activity planning sheet, requesting information, tabulating data, and compiling a sample technical report. Appendixes contain a glossary of relevant terms, a chronology of significant events, and excerpts from relevant legislation. (MN)

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COORDINATED DELIVERY OF JOB PLACEMENT IN MICHIGAN

FACILITATOR'S HANDBOOK

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MISSION AND GOAL STATEMENT FOR THE STATE PROGRAM OF VOCATIONAL EDUCATION

Mission:

Persons of all ages in all Michigan communities will have ready access to high quality vocational and technical education which is realistic in light of actual or anticipated opportunities for gainful employment and consistent with their needs, interests, and abilities.

Goal I:

Persons with differing sex, age, racial/ethnic background, socio-economic status, academic disadvantage, economic disadvantage, limited English proficiency, physical and mental capabilities, and geographical location will have access to vocational-technical education and training or retraining and shall not be excluded from such programs because of any distinguishable personal characteristics.

Goal II:

All local vocational-technical education programs will be of such quality as to assure that all students are provided learning experiences which are realistic and sufficient in light of their occupational objective.

Goal III:

All pre-vocational/exploration, career guidance, and job placement programs will be coordinated with local vocational-technical education programs so that each student may make an informed and realistic occupational choice and have access to quality job placement programs.

Goal IV:

All local vocational-technical education programs will be planned, monitored, and evaluated in light of actual or anticipated employment opportunities and the demand by students for programs related to their abilities and occupational objectives.

Goal V:

Local public secondary and postsecondary educational institutions will be responsive to the economic development and job training/retraining needs of business, industry, and labor in their communities.

PURPOSE STATEMENT

It is the goal of the Michigan Department of Education, Vocational-Technical Education Services to assist local education agencies to provide quality job placement programs for completers of vocational programs. The Status Study and Planning process (SS/P) outlined in the *Facilitator's Handbook* has been developed with assistance and input from local education personnel. The process which is outlined in this *Handbook* is designed to be used as a tool for examining the existing job placement program. Data gathered through the SS/P process has been found to provide a data base for developing a longrange plan for improved job placement programming.

The Job Placement Status Study and Planning process and related materials have been coordinated with other assessment and planning instruments currently in use by vocational educators in Michigan. SS/P as presented in the *Handbook* can be used as a stand alone procedure or it may be implemented as part of the Program Review and Planning process.

The process described in the *Facilitator's Handbook* is not dependent upon the use of the survey instruments provided in Section II. However, agencies wishing to make use of the support services will find it necessary to utilize the questionnaires included in the *Handbook.* Provisions have been made to accommodate some adjustments in order to enable local agencies to raise special questions.

Participation in the Status Study and Planning Process is voluntary and therefore, the Vocational-Technical Education Service will not collect or have access to locally collected data. The data is for local use only.

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SECTION I - AN OVERVIEW OF COORDINATED JOB PLACEMENT IN MICHIGAN

Consists of:

- Program Components
- The Operational Model
- Goals and Objectives for Coordinated Job Placement

PROGRAM COMPONENTS

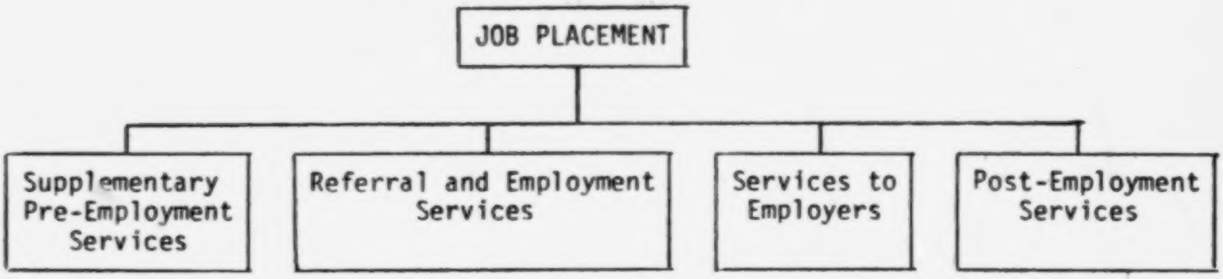
JOB PLACEMENT refers to a formal series of activities and services which facilitate the transition from education to employment. The activities and services focus on the reinforcement of an individual's skills needed to gain or retain employment related to career goals, interests, and abilities. The outcome of job placement is full-time, part-time, permanent, or temporary employment at the conclusion of or during the educational process. Job placement in an educational setting relies heavily upon the instructional and guidance program to assure that eligible clients receive vital services.

The focus of this guide is public education-based job placement. When the public education agency assumes the responsibility for coordinating the provision of job placement services to students, former students, and residents of the service area in a formalized, consistent manner as part of the total educational delivery, the delivery system is referred to as public education-based job placement. This is best accomplished through cooperation with other public sector placement agencies such as the Michigan Employment Security Commission.

Primarily, job placement services are offered to people who have been enrolled in, who have completed, or who have graduated from vocational/occupational programs. However, as financial resources allow, education agencies may also serve people who have not enrolled in vocational/occupational programs or who have not graduated. The degree to which these latter populations are served is also dependent upon their existence within the education agency's population and commitment.

Job placement is composed of four major components: 1) Supplementary Pre-Employment Services, 2) Referral and Employment Services, 3) Services to Employers, and 4) PostEmployment Services. (See Figure 1).

FIGURE 1


JOB PLACEMENT
Supplementary Pre-Employment Services
Referral and Employment Services
Services to Employers
Post-Employment Services

SUPPLEMENTARY PRE-EMPLOYMENT SERVICES prepare the applicant/client for the job search process and support the development and improvement of employability skills necessary for gaining and retaining employment. Typical basic activities and services include:

-Recruitment of applicants
-Registration of applicants
-Assessment of applicants
-Review of the Employability Development Plan
-Development of an Employment Prescription (see glossary) for each individual client
-Reinforcement of employability skill training:
a. Job clubs
b. Job seeking skill development
c. Job retention skill development

-Provide employment guidance and counseling
-Assistance in career/occupational searches by applicants/clients
-Referral of clients to support services for:
a. Personal adjustment training
b. Work adjustment training
c. Additional training/refresher training
d. Work related tools or equipment
-Provide work exploration/experiences
-Implement activities to increase career options of clients

REFERRAL AND EMPLOYMENT SERVICES are activities that are ongoing and operational in nature which result in referral and employment of clients. As such, they are not all direct services to clients.

-Identification/location of job openings (job development)
-Maintenance of integrated career/occupational information system
a. Current client file
b. Current job file/bank
c. Employer file
d. Record-keeping

-Matching clients with job orders
-Referral to job opening(s)
-Verification of employment
-Special campaigns to identify job openings
-Publication of non-traditional jobs in the geographic labor market

EMPLOYER SERVICES is the component which encourages the use of public education-based job placement and assists the employer to effectively integrate employees referred by public education into the labor force. This component includes general activities which make the community aware of job placement.

-Employer account system
-Employer seminars
-Screening of clients
-Assistance with work assignment adjustments
-Recommendations to education agencies relative to changes in curriculum

- Special campaigns to identify clients for hard-to-fill positions
- Referral of clients for special certification
- Assistance with special hiring campaigns
- Provide labor and wage law information
- Collaboration with community and public agencies serving the eligible clients
- Support services for economic development efforts

POST-EMPLOYMENT SERVICES are those services provided to the employed client to improve their potential for retaining employment.

Post-employment services may be initiated by the employer, the client, or by the mutual decision of the employer and client.

The post-employment services should be provided during a predetermined period during which the case remains open.

This component includes the following:

- Referral to appropriate education-based program or community service for:
  a. Personal counseling
  b. Personal adjustment (see glossary)
  c. Work adjustment (see glossary)
  d. Skill upgrading
  e. Work assignment modification (see glossary)
  f. Work station modification (see glossary)

- Referral to and placement in alternative job opening(s)
- Verification of employment and follow-up

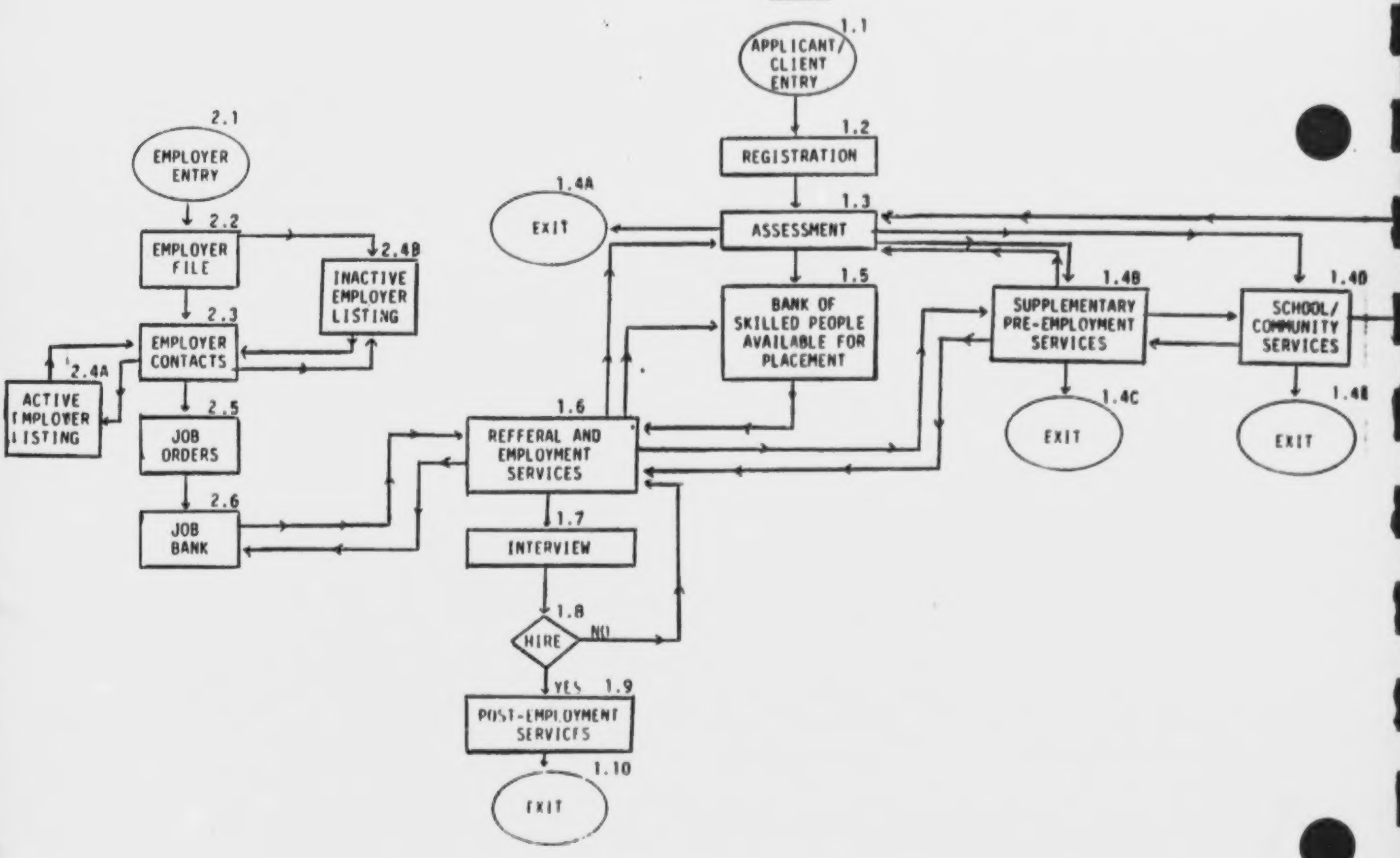
THE OPERATIONAL MODEL

The ideal job placement operational model will have features which allow the client to interact with other services which improve basic academic competencies, vocational/occupational competencies, work habits, and job seeking skills. The primary focus is, however, placement of the client in a job which is related to the training received. When planning for implementation, priority should be given to providing those services which increase the employment opportunities for the target population.

The operational model described in this section constitutes a comprehensive delivery system which is capable of responding to a variety of client needs. It is also designed in such a way as to have maximum capacity and flexibility to respond to the needs of the labor market as expressed by individual or multiple employers (See Figure 2). The operational model has two major focal points: a) collaboration within education agencies and b) incorporation of linkages with community-based organizations and non-educational public agencies in order to augment the services of the education agency. Therefore, written procedures for referral to school/community support services should be developed during the planning process.

Figure 2

JOB PLACEMENT OPERATIONAL SYSTEM


1.1
APPLICANT/ CLIENT ENTRY
1.2
REGISTRATION
1.3
ASSESSMENT
1.4A
EXIT
1.5
BANK OF SKILLED PEOPLE AVAILABLE FOR PLACEMENT
1.4B
SUPPLEMENTARY PRE-EMPLOYMENT SERVICES
1.4D
SCHOOL/ COMMUNITY SERVICES
1.4C
EXIT
1.4
EXIT
2.1
EMPLOYER ENTRY
2.2
EMPLOYER FILE
2.4B
INACTIVE EMPLOYER LISTING
2.3
EMPLOYER CONTACTS
2.4A
ACTIVE EMPLOYER LISTING
2.5
JOB ORDERS
2.6
JOB BANK
1.6
REFFERAL AND EMPLOYMENT SERVICES
1.7
INTERVIEW
1.8
HIRE
NO
YES
1.9
POST-EMPLOYMENT SERVICES
1.10
EXIT

The *operational model* contained in this section is based on an integrated approach to the delivery of services as presented in the goals and objectives for coordinated job placement listed below. The degree to which it is possible to initially accomplish all of the goals and objectives and to implement a full array of services will vary by area within the state. Agencies involved in planning should identify an operational system which has the potential to incorporate the goals and objectives and features included in the model as resources and conditions permit. Expansion of the system can evolve over a number of years.

GOALS AND OBJECTIVES FOR COORDINATED JOB PLACEMENT

I. ADMINISTRATION/ORGANIZATION

GOAL - Goals and objectives, an organizational structure, and a planning system will be established for the job placement system.

Objectives -

A. Goals and objectives for job placement will be approved/adopted.

B. An organizational plan and job descriptions will specify roles and responsibilities for job placement personnel.

C. The job placement system will be consistent with the written long range plan.

II. PERSONNEL

GOAL - Qualified personnel will be employed to provide services and administer job placement program.

Objectives -

A. Personnel will have written job descriptions.

B. Personnel will participate in professional development activities.

C. Personnel will communicate formally and informally to facilitate the operation of the job placement system.

III. FACILITIES/EQUIPMENT

GOAL - The job placement program will have adequate and appropriate facilities, equipment, supplies, and materials.

Objectives -

A. The space provided for a variety of activities will conform with the needs and goals of the job placement system.

B. Equipment, materials, and supplies will meet the needs of the job placement program.

C. Facilities will be accessible to all eligible applicants/clients.

IV. COMMUNITY INVOLVEMENT

GOAL - Representatives of the community will cooperate to improve the delivery of job placement.

Objectives -

A. An advisory committee, composed of appropriate representatives with defined responsibilities, will provide advice to the job placement system.

B. A communication system will be maintained to effectively utilize community resources and to promote the job placement program.

V. SUPPORT SERVICES

GOAL - Vocational guidance and other support services/options will be provided to complement the job placement program.

Objectives -

A. Guidance services will be provided to eligible job placement applicants/clients to maximize their potential for success in obtaining and retaining employment.

B. Vocational/Occupational program information will be communicated to job placement personnel.

C. The necessary support services will be provided and are coordinated to eliminate duplication.

VI. POPULATION/ACCESS

GOAL - The eligible population will be provided access to job placement services that result in employment.

Objectives

A. The job placement program will register and place eligible applicants/clients in proportions that reflect the population in the service area.

B. The job placement program places an acceptable percentage of vocational/ occupational program completers in related employment.

VII. PROGRAM OPERATION

GOAL - The job placement program will have a service area-wide operational policies and procedures which assure year-round services and assists applicants/clients to obtain employment in accordance with career goals.

Objectives -

A. Service area-wide activities will be implemented to facilitate job placement.

B. The job placement system will provide supplementary pre-employment services, referral and employment services, services to employers, and post-employment services on a year-round basis.

VIII. COORDINATION AND COLLABORATION

GOAL - The education agency's long-range plan for job placement will include the coordinated delivery of job placement services and activities in collaboration with other agencies and organizations providing similar services.

Objectives -

A. Written agreements with other job placement agencies and organizations will document decisions to work together to provide job placement services.

B. The provisions of the coordination/collaboration agreement or contract will have been communicated to the administration and staff of the participating agencies, organizations, and employers.

IX. FINANCE

GOAL - A financial management system will be established for job placement.

Objectives -

A. A fiscal and operational plan that will incorporate funding from multiple sources has been implemented for the job placement program.

B. An effective budget, spending plan, and accounting system will have been developed for the job placement program.

SECTION II - THE REVIEW AND PLANNING PROCESS

Consists of:

- Review and Planning Procedure
- Status Study and Planning Steps
- Job Placement Program Status Study and Planning Cycle

REVIEW AND PLANNING PROCEDURE

The purpose of Section II is to provide agencies with a recommended procedure and tools for conducting a review of existing job placement services. Information gained during the review will serve as the basis for developing a long-range plan for the coordinated delivery of job placement which has the capability of responding more effectively to clients and employers. The review dimension is achieved through the status study.

The Status Study Questions will provide local personnel with data for making sound decisions and for prioritizing the unmet needs in such a way as to result in a long-range plan for the expansion and improvement of services over time. Local personnel should recognize that the review and planning procedure is ongoing and should incorporate a mechanism to assure a periodic review of the job placement delivery system.

STATUS STUDY AND PLANNING STEPS

STEP I - Obtain Local Support for the Development of a Written Long-Range Job Placement Plan

Local conditions will determine the level and degree of support needed from Administration to implement the Status Study and Planning (SS/P) effort successfully. A job placement delivery system that includes education and non-education agencies will need the support of key decision makers from both sectors.

Delivery systems that do not currently include multiple participating agencies/organizations will want to initiate contact with potential participating agencies in the education and non-education sectors early in the SS/P effort. It is important to solicit input and support from the potential participants during the early phases (See Figure 1).

Some non-education agencies may wish to participate in the study and planning effort to the degree that a decision is made to undertake an internal review of their services. This approach will allow the planning process since it will prompt participating education and non-education agencies/organizations to share pertinent findings.

Key administrators should be provided with information about the purpose of the Status Study, its intended use, and the benefits to be derived from the process. Emphasis should be placed on the commitment of time, personnel, and resources necessary to complete the effort. After the initial support is obtained, the administrators and key personnel should be notified of the status of activities and the progress being made in the total effort.

Job placement service areas may be synonymous with other service areas such as the Job Training Partnership SDA boundary, the Career Education Planning District boundaries, or vocational education consortium boundaries. Three factors should be included in reaching a decision which defines the service area:

- The most effective combination of agencies/organizations (educational and non-educational) with the capability of responding to the needs of clients and employers.
- The most cost effective combination of agencies/organizations.
- The labor market.

STEP II - Submit Evidence of Intent to Conduct a Status Study and Write a Long-Range Job Placement Plan

Inform the Michigan Department of Education, Vocational-Technical Education Service (MDE/V-TES), of the service area's intention to: 1) conduct a Status Study of the existing job placement services and delivery system and 2) write a long-range plan for the delivery of public education-based job placement services in coordination with non-educational job placement programs in the service area.

Job Placement delivery systems that will incorporate multiple education agencies and/or non-education agencies/organizations should also identify the following:

A. COORDINATING AGENCY - This agency will assume a leadership role during the Study and Planning Phase. Since some of the agencies/ organizations may not have worked together before, a period of trust building may be needed before the study is initiated.

B. STEERING COMMITTEE - A steering committee should be established which will assume the responsibility of sharing information about the SSP effort within their agency/organization and reporting concerns of their agency/organization. This is not essential but may serve as an effective mechanism for gaining support from the staff who are not directly involved.

These activities should occur before notifying the State office of the official plan to undertake the SSP effort.

STEP III - Identify Facilitator and Assistant

To ensure that the study/planning process will be effective, the overall coordination responsibility should be vested in a facilitator. An additional person should be appointed to help with the ongoing activities, such as inservice, responses to questions, committee work, etc. This provides for the continuity and improvement of communication.

STEP IV - Identify Status Study and Planning Committee, Develop a Workplan, and Submit to MDE/V-TES

The facilitator should establish the committee or committees for the purpose of the Status Study and Planning effort. The facilitator may choose to have a single committee for the Status Study and Planning or have separate committees for each function. The facilitator or assistant may chair the committee(s) or delegate the responsibility.

The committee members should be representative, but the group should be kept relatively small for purposes of working efficiently. Records of committee meetings should be maintained.

MDE/V-TES staff persons will function in an ad hoc capacity to committees and will provide technical assistance and arrange for consultant services with other experts.

A workplan for the facilitator should be developed and should include specifics such as those detailed in the "Facilitator's Activity Planning Sheet".

The committee should review the Status Study questions developed by the State and determine if additional questions should be added for the purpose of the study. The committee should develop any additional instruments needed.

The committee and/or facilitator should also determine who will be responsible for assembling and displaying the findings of the Status Study, drawing conclusions, and preparing reports. Also, the committee should determine who the recipients of the Status Study information will be and make provisions for documentation in the form of reports and miscellaneous communiques.

The workplan should include enough specific details so that it enables the committee to plan its work and to permit the committee to determine if tasks are being accomplished.

Specific Activities in Organizing the Plan Development Phase

These questions should be considered before detailing a specific plan development phase:

1. Who will develop the initial list of needs and strategies for the plan?
2. Who will be expected to review and react to the list of needs and strategies?
3. How will support for implementing the long-range plan be enlisted?

STEP V - Initiate Status Study Phase (of Current Job Placement Delivery System)

An attempt should be made to provide the most appropriate study setting possible. The facilitator should attempt to develop a schedule of meetings in the early phase of the workplan so that committee participants can set aside meeting times.

STEP VI - Initiate Discussion With Other Job Placement Programs in the Geographic Area

At this point it is desirable to begin to involve other job placement programs in the study/planning process. The purpose of this activity is to ensure that the job placement services are coordinated with existing job placement programs and to develop written financial and non-financial agreements of contract that reflect coordination. Where coordination is not workable or desirable, a rationale is developed and future steps are identified which may lead towards the development of a coordinated delivery at a later date.

The committee must first become familiar with all of the employment and training resources available for the target population. A series of exploratory meetings should be planned to begin to share information in order to develop strategies (or coordination of services). A survey of school and agency personnel may be conducted to measure the extent and kind of coordinative relationships that currently exist. This activity will require a long-term commitment and the goal of written agreements or contracts may not be achieved for several months.

STEP VII - Data Collection

Attempts should be made to provide the most appropriate Status Study data collection setting. Large group and small group settings should be considered. It may be advantageous to consider conducting the district level Status Study in a large group setting. It will, therefore, be necessary to develop a schedule that accommodates the needs of the participants. Special arrangements will most likely be needed to accommodate current and former students as well as employers. The facilitator should remember that interaction and communication which occur in small group settings may be important factors in the determination of results. Hand tallying and discussion of the results may be possible in small group settings.

STEP VIII- Tabulate Data and Display Findings

Before the committee actually starts to respond to inquiries included in the Status Study, a decision relative to how data will be collected and tallied should be reached. This will enable the committee work to proceed with minimal delays while data is collected and tabulated for analysis.

STEP IX - Develop Conclusions and List Obvious Strategies

The Status Study findings should be examined and the objectives should be restated in such a way as to indicate whether or not the intent of the objective has been achieved. Status Study findings and supplemental data contributing to the rationale for the conclusion should be stated.

During conclusion development, an effort should be made to document any readily obvious strategies, however, a special effort should not be made to identify strategies or recommendations at this point in the cycle. SPECIAL ATTENTION WILL BE GIVEN TO STRATEGIES OR RECOMMENDATIONS DURING THE PLANNING PHASE. Sample forms are included in the attachments for conclusions.

STEP X - Organize Planning Phase for Coordination of the Job Placement Delivery System and Reassess & Finalize Timetable and Submit to MDE/V-TES

A major part of the activity is achieved when the Status Study is completed and shared with the state offices and the individuals/groups that had responsibility for the study phase. Typically, some findings identified during the Status Study require immediate action and there is a tendency to begin immediately to apply obvious remedies.

The facilitator should see that the next step, organization for the development of a coordinated long-range job placement plan, follows immediately. This step calls for deliberate considerations by those involved to assure thatthose involved in planning procedures and timetables proposed at the time the study was initiated are either reaffirmed or, if necessary, redirected. The object of this step is to sharpen the focus of all involved toward the goal of having a completed long-range plan for the consolidated job placement program.

Considerations for Success

1. Planning efforts must be prioritized in order to complete the activities. Open-ended planning schedules with no obligations established to produce are a major cause of failure.

2. Assure involvement of "key decision makers" in planning.

3. Make sure that individuals to be involved in planning are fully inserviced and aware of the conditions at hand.

4. Decision making is improved when those involved represent a variety of perspectives.

The following steps may be used as a guide for initiating the plan development phase:

1. Analyze the situation, then determine how plan development and review will be conducted.

2. Select planning group/committee participants.

3. Prepare materials for use by the planning committee.

4. Organize and conduct an inservice session for committee participants to explain roles, answer questions, and give direction.

5. Inform and involve status study participants as appropiate.

6. Reassess and finalize timetable for planning.

7. Initiate planning.

Having organized the plan development phase, the facilitator should focus attention on those dimensions of the planning phase which will lead to decisions that will be reflected in the long-range plan. To accomplish this task successfully, some basic principles in planning are worth noting:

1. The effort should focus on decision making to achieve desired outcomes. To be sound, decisions should be based upon good data which is carefully analyzed.

2. Good planning is continuous. Even though a written plan may be completed, the process should assure ongoing evaluation and assessment of the program and plan.

3. Realistic planning should be based upon awareness of the total job placement picture. All components of the job placement delivery system must be seen in relationship to one another.

4. Goals and objectives provide the parameters for judging the appropriateness of the long-range plan.

The planning process which follows builds upon the completed Status Study report which identifies conclusions regarding the status of the job placement program. The process will allow users to make a transition from the conclusions to a proposed coordinated long-range job placement plan.

STEP XI - Identify and Prioritize Needs

The next planning step is to prioritize needs if it appears necessary. To accomplish this task the planning group must first determine the factors that will impact priority. In determining priority factors the group will want to consider district mandates, goals and objectives, the financial status of the district, biases and special interests in the district, timing, personnel availability, those which require immediate action, and any other identified factors.

STEP XII Develop Strategies for Proposed Coordinated Long-Range Plan for Job Placement

Included in this step are two activities: 1) developing alternative strategies for solving each need and 2) selecting the best strategy. Brainstorming techniques can be used for developing as many strategies as possible. The optimum basis for selection is the creation of as many alternative strategies as possible.

Obvious strategies identified during the status study and listed in the Job Placement Status Study Report should be considered in this step.

When alternative strategies have been developed, the planning group then makes the strategy selection. The group will need to discuss the advantages and disadvantages of each alternative in terms of the delivery system and other local considerations. The task becomes one of weighing all input to arrive at a single strategy or set of strategies that will be most feasible and effective in meeting the objectives of the coordinated job placement delivery system.

The planning group comes later in the planning process, but a cost analysis can be done whenever it is of value to the planning process.

STEP XIII - Develop Tentative Written Financial or Non-Financial Agreements With Other Job Placement Programs

Following the actions taken in Step VI, written financial and/or non-financial agreements should be drafted by the education and non-education agencies which will coordinate services, personnel, and resources for the delivery of job placement.

STEP XIV - Prepare and Submit to MDE/V-TES Job Placement Service Area a Long-Range Job Placement Plan for the Coordinated Delivery of Job Placement

This step involves two major parts: 1) determining implementation details for each proposed action and 2) developing delivery system benchmarks for the district or Career Education Planning District which will serve as a guide for the plan.

> Determining Implementation Details - When a proposed course of action has been selected, it is usually necessary to consider: 1) the person(s) responsible for carrying out the proposed action, 2) a projected budget estimate, and 3) a timetable which includes starting and ending dates of the proposed action.

Some complex activities will require the person(s) responsible to prepare a management plan listing specific tasks. The management plan should become a part of the Long-Range plan.

Developing Delivery System Benchmarks - Good planning will have a long-range dimension. The coordinated Job Placement Plan will capture in writing those benchmarks which form the basis for an ongoing coordinated delivery of job placement services. Benchmarks should have multi-year projections. A format showing a three-year projection is adequate.

Important benchmarks include:

1. The job placement service area's goals and objectives for the coordinated deivery of job placement services.
2. The percentage and number of the eligible population to be served and to be successfully placed through coordination of job placement.
3. Projected staffing requirements.
4. Projected budget needs for components of the job placement delivery system.

To prepare a written plan the following activities should be considered:

Select the writer(s) of the plan
Prepare a tentative draft of the plan
Secure planning group reaction to the tentative plan
Revise the plan as necessary

The final draft of the tentative plan should be submitted to MDE/V-TES for review. Five copies of the plan should be submitted.

STEP XV - Obtain Written State (MDE/V-TES) Consensus

The plan should be submitted for the review and consensus of the Michigan Department of Education/V-TES. After the internal review and approval, the Department will provide written consensus for the plan or make recommendations for changes.

A. Consensus - will be designated by signatures of the appropriate staff.

B. Areas of Concern - a letter will be forwarded which identifies areas which appear to need additional attention prior to consensus.

STEP XVI - Finalize and Obtain Sign-Offs on Written Agreement(s)/Contract(s) With Other Job Placement Programs

Secure signatures of participating agencies which denote approval for written financial and non-financial agreements. These items should be included in the long-range consolidated job placement plan.

STEP XVII - Gain/Enlist Local Approval and Support for Coordinated Long-Range Job Placement Plan

The long-range plan which has been developed should be presented to and reviewed by key job placement groups in the Career Education Planning District as part of an effort to gain local support for the plan. Final board approval should be secured as part of this step. A formal process should be used to acquaint the school personnel and community with the coordinated job placement plan during this phase.

STEP XVIII- Implement Coordinated Long-Range Job Placement Plan

CEPD administrators retain the prime obligation for providing leadership and support to implement the plan.

STEP XIX - Internally Monitor Coordinated Job Placement Delivery System

The facilitator should take continuous and informal readings as to the degree to which proposed actions are implemented and reflected in daily operations. In addition, periodic progress reports and a review of achievements are a means to measure whether objectives are being met.

STEP XX - Re-evaluate Job Placement Program and Reassess Long-Range Job Placement Plan

Assessment of the coordinated job placement delivery system should be a re-occurring event. Provisions to assure that periodically the delivery system is evaluated should be incorporated into the long-range plan.

The advisory and steering committees should have roles in modifications to the long-range plan and assessment.

Since the long-range plan will provide for the coordinated delivery of job placement for three years, administration of both education agencies and non-education agencies/organizations should anticipate that during the third year some process should be initiated to re-assess the job placement delivery system. This re-assessment may take the form of conducting another Status Study, the utilization of an external review team to evaluate the job placement delivery system, or the implementation of a locally developed survey process.

STEP XXI - Notify State MDE/V-TES of Recommended Modifications and Request Approval

When it becomes obvious that the job placement delivery system responsiveness to clients and/or employers can be improved through modifications, contact should be made with the Michigan Department of Education, VocationalTechnical Education Service, to request the needed assistance.

If an internal monitoring system and evaluation process is used throughout the three-year life of the plan, it is anticipated that this step require only a moderate time commitment.

If an internal monitoring system and evaluation process is used throughout the three-year life of the plan, it is anticipated that this step should require only a moderate time commitment.

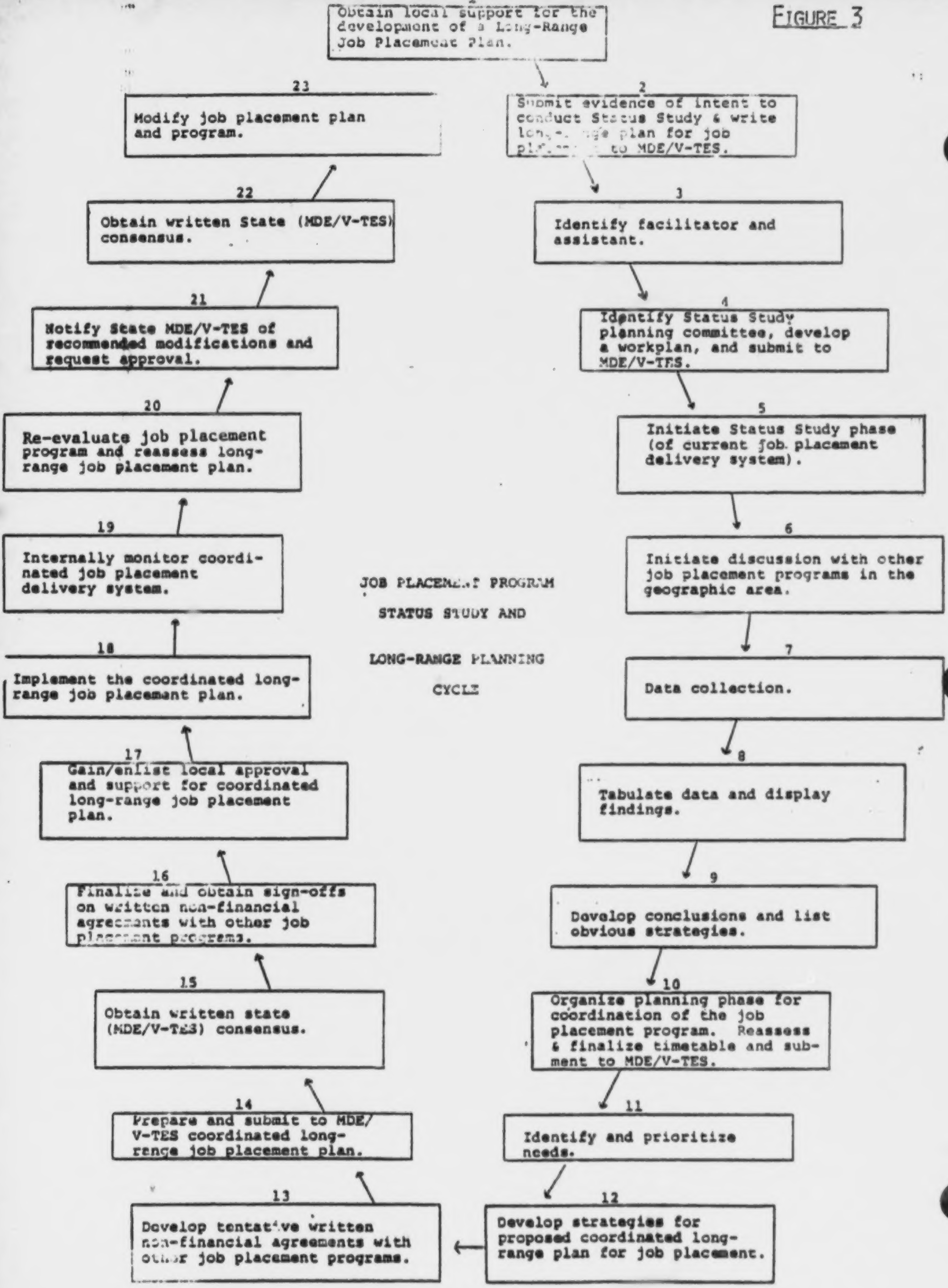
STEP XXII - Obtain Written State (MDE/V-TES) Consensus

See Step XV.

STEP XXIII- Modify Job Placement Plan and Program

Based on the data collected in Step XX, the team with the assigned responsibility to modify the plan should prepare a written long-range plan. Care should be taken to inform staff and appropriate others of the process, how they can provide input, and what impact may be anticipated. Since at this point the delivery of job placement services and activities is coordinated with other agencies/organizations, a team approach to modification is most likely to achieve success.

FIGURE 3



JOB PLACEMENT PROGRAM

STATUS STUDY AND

LONG-RANGE PLANNING

CYCLE

1 Obtain local support for the development of a Long-Range Job Placement Plan.

2 Submit evidence of intent to conduct Status Study & write long-range plan for job placement to MDE/V-TES.

3 Identify facilitator and assistant.

4 Identify Status Study planning committee, develop a workplan, and submit to MDE/V-TES.

5 Initiate Status Study phase (of current job placement delivery system).

6 Initiate discussion with other job placement programs in the geographic area.

7 Data collection.

8 Tabulate data and display findings.

9 Develop conclusions and list obvious strategies.

10 Organize planning phase for coordination of the job placement program. Reassess & finalize timetable and subment to MDE/V-TES.

11 Identify and prioritize needs.

12 Develop strategies for proposed coordinated long-range plan for job placement.

13 Develop tentative written non-financial agreements with other job placement programs.

14 Prepare and submit to MDE/V-TES coordinated long-range job placement plan.

15 Obtain written state (MDE/V-TES) consensus.

16 Finalize and obtain sign-offs on written non-financial agreements with other job placement programs.

17 Gain/enlist local approval and support for coordinated long-range job placement plan.

18 Implement the coordinated long-range job placement plan.

19 Internally monitor coordinated job placement delivery system.

20 Re-evaluate job placement program and reassess long-range job placement plan.

21 Notify State MDE/V-TES of recommended modifications and request approval.

22 Obtain written State (MDE/V-TES) consensus.

23 Modify job placement plan and program.

SECTION III - THE STATUS STUDY

Consists of:

- Introduction
- Questionnaires
- Number of Status Study Questions by Respondent Group
- Status Study Sections by Respondent Groups
- Status Study Questions by Category, Goals and Objectives
- Questionnaires
    - Master Questionnaire
    - Job Placement Personnel Questionnaire
    - Administrator Questionnaire
    - Guidance Personnel Questionnaire
    - Vocational/Occupational Instructors Questionnaire
    - "Other" Questionnaire
    - Employer Questionnaire
    - Student Questionnaire

INTRODUCTION

The purpose of Section III of the Facilitator's Handbook is to describe the design and procedures for using the Status Study instruments.

The content of the Status Study instrument was developed by Michigan Department of Education staff with the assistance of local education personnel. The questions in the Status Study instrument measure the status of each of the objectives listed in Section I of this Handbook.

The instrument asks questions about the components of the vocational/occupational job placement program.

QUESTIONNAIRES

Questionnaires have been prepared for the following groups: job placement personnel, administrators, guidance personnel, vocational/occupational instructors, others, employers and students. The number of questions for each respondent group are listed on Figure 4, page 19.

Up to 10 locally developed/generated questions may be added. Locally prepared lists of questions should be stapled to each questionnaire for the appropriate respondent group. Figure 5 lists the questions for each respondent group by number. Questions on the Status Study instrument are categorized into nine planning components. The components are: Administration/Organization, Personnel, Facilities/Equipment, Community Involvement, Support Services, Population/Access, Program Operation, Coordination and Collaboration, and Finance.

Figure 6 is a cross-reference which displays the location of each question and identifies the goal and objectives linked to each question.

The entire set of goals and objectives for the Job Placement Status Study are included in Section I of the Handbook. A Master list of all of the questions included in the Status Study is displayed in Figure 7. Included in the Master List are the respondents for each question. It should be noted that the verbiage of various questions has been modified within the various questionnaires. For example, question number 20, "Are job placement personnel who provide direct services to students/clients available on a twelve month basis?", is asked of job placement personnel and administrators. This question reads, "Does your high school or area center have persons to help you find a job on a twelve month basis?", on the student questionnaire. It has also been reworded for the employer questionnaire which reads, "Are job placement personnel available to assist your company or organization to find qualified employees on a twelve month basis?"

When the verbiage of a question has been modified within the questionnaire, it has been coded in the computer column to the extreme left to indicate the relationship. Sample questionnaires for each respondent category are included.

FIGURE 4

Number of Status Study Questions by Respondent Group

Respondent Group	Symbol	Number of Questions
Job Placement Personnel	JPP	109
Administrators	A	95
Guidance Personnel	GP	20
Vocational/Occupational Instructors	V/OI	32
Others	O	25
Employers	E	15
Students	S	16

FIGURE 5

STATUS STUDY SECTIONS

(Planning Components) by

Respondent Group

STATUS STUDY SECTIONS (PLANNING COMPONENTS)		RESPONDENT GROUPS							
		JPP	A	GP	V/OI	O	E	S	
*	Demographic						X		
I	Administration	X	X	X	X				
II	Personnel	X	X	X	X		X	X	
III	Facilities/Equipment	X	X			X		X	
IV	Community Involvement	X	X		X	X			
V	Support Services	X	X	X	X	X	X		
VI	Population/Access	X	X	X	X	X		X	
VII	Program Operation	X	X	X	X	X	X	X	
VIII	Coordination and Collaboration	X	X			X	X		
IX	Finance	X	X						

KEY

JPP = Job Placement Personnel
A = Administrators
GP = Guidance Personnel
V/OI = Vocational/Occupational Instructors
O = Others
E = Employers
S = Students

FIGURE 6

JOB PLACEMENT STATUS STUDY
QUESTIONS BY CATEGORY, GOALS AND OBJECTIVES

Goal/Status Study Section (Planning Component): Objective		Questions - Code Number
*	Demographic Data	1, 2, 3
I.	**ADMINISTRATION/ORGANIZATION** Goal - Goals and objectives, an organizational structure, and a planning system will be established for the job placement system. Objectives - A. Goals and objectives for job placement will be approved/adopted.	4, 5
	B. An organizational plan and job descriptions will specify roles and responsibilities for job placement personnel.	6, 7, 8, 9, 10, 11, 12
	C. The job placement system will be consistent with the written long-range plan.	13, 14, 15
II.	**PERSONNEL** Goal - Qualified personnel will be employed to provide services and administer job placement program. Objectives - A. Personnel will have written job descriptions.	16, 17, 18, 19, 20, 21, 22, 23, 24 25, 26
	B. Personnel will participate in professional development activities.	27, 28, 29, 30, 31, 32, 33, 34, 35
	C. Personnel will communicate formally and informally to facilitate the operation of the job placement system.	36, 37, 38
III.	**FACILITIES/EQUIPMENT** Goal - The job placement program will have adequate and appropriate facilities, equipment, supplies and materials Objectives - A. The space provided for a variety of activities will conform with the needs and goals of the job placement system.	39, 40, 41
	B. Equipment, materials and supplies will meet the needs of the job placement program.	42, 43, 44
	C. Facilities will be accessible to all eligible applicants	45, 46
IV.	**COMMUNITY INVOLVEMENT** Goal - Representatives of the community will cooperate to improve the delivery of job placement Objectives - A. An advisory committee composed of appropriate representatives with defined responsibilities will provide advice to the job placement program.	47, 48, 49, 50, 51
	B. A communication system will be maintained to effectively utilize community resources and to promote the job placement program.	52, 53, 54, 55, 56, 57, 58, 59, 60 61, 62, 63, 64

JOB PLACEMENT STATUS STUDY
QUESTIONS BY CATEGORY, GOALS AND OBJECTIVES

l/Status Study lanning Component): Objective		Questions - Code Number
V.	**SUPPORT SERVICES**	
Goal -	Vocational guidance and other support services/options will be provided to complement the job placement program.	
Objectives -		
A.	Guidance services will be provided to maximize their potential for success in obtaining and retaining employment.	65, 66, 67, 68, 69, 70, 71, 72
B.	Vocational/Occupational program information will be communicated to job placement personnel.	73, 74, 75, 76, 77, 78
C.	The necessary support services will be provided and are coordinated to eliminate duplication.	79, 80, 81, 82
VI.	**POPULATION/ACCESS**	
Goal -	The eligible population will be provided access to job placement services that result in employment.	
Objectives -		
A.	The job placement program will register and place eligible applicants/clients in proportions that reflect the population in the service area.	83, 84, 85, 86, 87, 88
B.	The job placement program places an acceptable percentage of vocational occupational program completers in related employment.	89, 90, 91
VII.	**PROGRAM OPERATION**	
Goal -	The job placement program will have service area-wide operational policies and procedures which assure year-round services and assists applicants/clients to obtain employment in accordance with career goals.	
Objectives -		
A.	Service area-wide activities will be implemented to facilitate job placement.	92, 93, 94, 95, 96, 97, 98
B.	The job placement system will provide supplementary pre-employment services, referral and employment services, services to employers, and post-employment services on a year-round basis.	99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111,112, 113, 114, 115, 116, 117, 118, 119, 120, 121
VIII.	**COORDINATION AND COLLABORATION**	
Goal -	The education agency's long-range plan for job placement will include the coordinated delivery of job placement services and activities in collaboration with other agencies and organizations providing similar services.	
Objectives -		
A.	Written agreements with other job placement agencies and organizations will document decisions to work together to provide job placement services.	122, 123, 124
B.	The provisions of the coordination/collaboration agreement or contract will have been communicated to the administration and staff of the participating agencies, organizations, and employers.	125, 126, 127, 128, 129, 130

JOB PLACEMENT STATUS STUDY
QUESTIONS BY CATEGORY, GOALS AND OBJECTIVES

Goal/Status Study (Planning Component): Objective	Questions - Code Number
IX. **FINANCE**	
Goal - A financial management system will be established for job placment.	
Objectives -	
A. A fiscal and operational plan that will incorporate funding from multiple sources has been implemented for the job placement program.	131, 132, 133, 134
B. An effective budget, spending plan, and accounting system will have been developed for the job placement program.	135, 136

FIGURE 7

JOB PLACEMENT STATUS STUDY*
MASTER QUESTIONNAIRE

This instrument is for local use only and data generated through its use will not be collected by the Michigan Department of Education.

* Developed by the Michigan Department of Education Service and recommended for use by education agencies.

The following information represents a sample of respondent data and is included on each questionnaire as well as directions for individual repondents.

SAMPLE

DATE OF STUDY: ______________________

CEPD NUMBER __ __

BUILDING NUMBER __ __

REVIEWER NUMBER __ __ __ __

GRADE (GR) __ __ (optional)

DISTRICT __ __

TYPE __ __ __

PROGRAM __ __ __ __ __ __ (optional)

GENERAL INFORMATION and DIRECTIONS

This educational agency is reviewing the job placement program. All respondent groups have valuable knowledge upon which to base an opinion about the job placement program.

The questionnaire that follows has 136 questions. Please select the one response which is closest to your opinion by placing a "√" in the appropriate box.

The type of responses you may give are listed below, with a brief explanation:

NO:	In your opinion the answer to the question is either a definite NO, or in the majority of cases, "Improvement is needed."
YES:	In your opinion the answer to the question is either a definite YES, or in the majority of cases, "Improvement is not needed."
NOT NECESSARY or NOT APPLICABLE:	In your opinion the question is not necessary or does not apply to the job placement program in this school.
NO OPINION or DON'T KNOW:	You do not have an opinion or you do not have information on which to base an opinion.

If you have any comments you wish to add, please write them at the end of the questionnaire in the space provided.

Thank you for your cooperation.

JOB PLACEMENT STATUS STUDY
MASTER LIST OF QUESTIONS

RESPONDENT KEY:

JPP = Job Placement Personnel
A = Administrators
GP = Guidance Personnel
VOI = Vocational Occupation Instructors
O = Others
E = Employers
S = Students

	RESPONDENT GROUP	COMPUTER NUMBER
I. DEMOGRAPHIC DATA		
1. Prior to the receipt of this survey, were you aware that a vocational job placement service was provided by the school district to assist your company or organization in finding qualified employees?	E	215
2. Has your company or organization ever utilized the vocational job placement service in your area?	E	216
3. Has the vocational job placement service been able to provide applicants which meet your needs?	E	217
I. ADMINISTRATION/ORGANIZATION GOALS AND OBJECTIVES, AN ORGANIZATIONAL STRUCTURE, AND A PLANNING SYSTEM WILL BE ESTABLISHED FOR THE JOB PLACEMENT SYSTEM. A. Goals and objectives for job placement will be approved/adopted. Related Questions:		
4. Are there written goals and objectives for job placement?	JPP,A,GP,VOI	101
5. Have goals and objectives been approved/adopted by the board of education?	JPP,A,GP,VOI	102
B. An organizational plan and job descriptions will specify roles and responsibilities for job placement administration. Related Questions:		
6. Has an administrator been identified to direct job placement personnel?	JPP,A,O	103
7. Has an administrator been identified to direct job placement services vices?	JPP,A,O	104
8. Is there adequate administrative support for job placement?	JPP,A	105
9. Is there an organizational plan which describes administrative/staff relationships for job placement?	JPP,A,GP,VOI	106
10. Are the responsibilities for administration of the job placement system identified in the written job description(s)?	JPP,A	107
11. Are personnel who administer the job placement services employed on a twelve month basis?	JPP,A,GP,VOI,O	108

	RESPONDENT GROUP	COMPUTER NUMBER
12. Has an administrative guide been developed and disseminated for job placement which describes the operational procedures, practices, and policies?	JPP,A,CP,VOI,O	109
The job placement system will be consistent with a written long-range plan.		
Related Questions:		
13. Has a written long-range plan for the delivery of job placement been developed for multiple years?	JPP,A,VOI,O	110
14. Is the job placement delivery system consistent with the written long-range job placement plan?	JPP,A,VOI,O	111
15. Is the job placement long-range plan being implemented?	JPP,A,VOI,O	112
II. PERSONNEL		
QUALIFIED PERSONNEL WILL BE EMPLOYED TO PROVIDE JOB PLACEMENT SERVICES.		
A. Personnel will have written job descriptions.		
Related Questions:		
16. Do personnel who provide job placement services have written job descriptions?	JPP,A	113
17. Is the responsibility for providing job placement services included in the written job description?	JPP,A	114
18. Have job placement personnel who provide direct services to students/clients been identified?	JPP,A	115
19. Does the agency have written educational and/or experiential requirements for job placement personnel?	JPP,A	116
20. Are job placement personnel who provide direct services to students/clients available on a twelve month basis?	JPP,A	117
21. Does your high school or area center have persons to help you find a job on a twelve month basis?	S	117
22. Are job placement personnel available to assist your company or organization to finding qualified employees on a twelve month basis?	E	117
23. Are job placement personnel accessible to students/clients on a regularly scheduled basis?	JPP,A	118
24. Are the persons in your high school or area center who help students to find jobs available to provide that help on a regular basis?	S	118
25. Are job placement personnel available to employers on a regularly scheduled basis?	JPP,A,E	119
26. Do job placement personnel make prompt referrals to the job openings that your company or organization lists with them?	JPP,E	120

	RESPONDENT GROUP	COMPUTER NUMBER
B. Personnel will participate in professional development activities.		
Related Questions:		
27. Have all job placement personnel participated in job placement inservice activities during the past twelve months?	JPP,A	121
28. Have you participated in an inservice(s) related to job placement during the past twelve months?	JPP	122
29. Have all job placement personnel received information on labor laws?	A	123
30. Have you received information relative to labor laws?	JPP	123
31. Have job placement personnel been inserviced on the use of career/occupational information in job placement?	JPP,A	124
32. Have job placement personnel been inserviced on the use of computers as a management and information tool for job placement?	JPP,A	125
33. Have job placement personnel been inserviced on the use of the Secondary Vocational Student Follow-up Survey results for job placement?	JPP,A	126
34. Does the agency have access to the Michigan Occupational Data Analysis System (MODAS) for use with job placement?	JPP,A,VOI	127
35. Have job placement personnel and guidance personnel been made aware of how to utilize the Michigan Occupational Data Analysis System (MODAS) in job placement?	JPP,A,GP	128
C. Personnel will communicate formally and informally to facilitate the operation of job placement.		
Related Questions:		
36. Do job placement personnel participate in vocational/occupational education advisory/committee meetings?	JPP,A	129
37. Do job placement personnel participate in professional/educational committees (other than advisory) at local, regional, or state levels?	JPP,A	130
38. Do job placement personnel have input into the development of the job placement budget?	JPP,A	131
III. FACILITIES/EQUIPMENT		
JOB PLACEMENT WILL HAVE ADEQUATE AND APPROPRIATE FACILITIES, EQUIPMENT SUPPLIES, AND MATERIALS.		
A. The space provided for a variety of activities will conform to the needs and goals of job placement.		
Related Questions:		
39. Is adequate space provided for job placement student/client interviews, parent conferences, and employer conferences?	JPP,A	132

	RESPONDENT GROUP	COMPUTER NUMBER
40. Is there an identifiable space for student/client job placement interviews?	JPP,A,VOI	133
41. Is there an identifiable space or office in your high school or area center where job placement assistance is available?	S	134
B. Equipment, materials, and supplies will meet the needs of job placement. Related Questions:		
42. Are equipment, materials, and supplies in good working condition and sufficient to meet the needs of job placement?	JPP,A	135
43. Is bulletin board/display space used to provide information about job placement?	JPP,A	136
44. Is there bulletin board/display space available in your high school or area center which is used to provide job placement information?	S	136
C. Facilities will be accessible to all eligible applicants/clients. Related Questions:		
45. Is the job placement office accessible to handicapped students?	JPP,A	137
46. Is the job placement office centrally located?	JPP,S	138
IV. COMMUNITY INVOLVEMENT REPRESENTATIVES OF THE COMMUNITY WILL COOPERATE TO IMPROVE THE DELIVERY OF JOB PLACEMENT. A. An advisory committee composed of appropriate representatives with defined responsibilities will provide advice to the job placement system. Related Questions:		
47. Has an advisory committee for job placement been established?	JPP,A	139
48. Is the advisory committee representative of the community?	JPP,A,O	140
49. Is the advisory committee representative of the general public, including at least a representative of business, labor, and community-based job placement programs?	JPP,A,O	141
50. Are advisory committee members informed of job placement goals and objectives?	JPP,O	142
51. Does the advisory committee make recommendations to the agency on the operation of job placement?	JPP,A,O	143
B. A communication system will be maintained to effectively utilize community resources and to promote job placement. Related Questions:		
52. Are community resources used by job placement personnel?	JPP,A	144
53. Is there a planned program to promote job placement?	JPP,A	145

	RESPONDENT GROUP	COMPUTER NUMBER
54. Has the program to promote the job placement program been implemented?	JPP,A,VOI	218
55. Is the job placement program in your high school or area center promoted?	S	218
56. Are presentations about job placement made to staff and students?	JPP,A,VOI,S	146
57. Are presentations about job placement made within the community?	JPP,A	147
58. Are materials available which describe job placement?	JPP,A,O,S	148
59. Have informational materials about job placement been distributed within the school?	JPP,A,VOI,S	149
60. Have informational materials about job placement been distributed to employers.	JPP,A	150
61. Has your company or organization received information and/or materials about the job placement program?	E	150
62. Is information about job placement being communicated to limited English proficiency groups in their language?	JPP,A	151
63. Are students/clients informed about other job placement programs in the community?	JPP	152
64. Have you received information about other job placement programs in your community?	S	152
V. SUPPORT SERVICES		
VOCATIONAL GUIDANCE AND OTHER SUPPORT SERVICES/OPTIONS WILL BE PROVIDED TO COMPLEMENT JOB PLACEMENT.		
A. Guidance services will be provided to eligible job placement applicants/clients to maximize their potential for success in obtaining and retaining employment.		
Related Questions:		
65. Do guidance personnel provide vocational guidance to students/clients as part of the job search?	JPP,A,GP	153
66. Do guidance personnel provide job placement personnel with the results of tests, questionnaires, surveys, etc. upon request for use during placement?	JPP,GP	154
67. Does the agency have an employability development plan (EDP)?	JPP,A,GP	155
68. Do job placement personnel have access to the EDP for use in providing job placement services?	JPP,A,GP	156
69. Do job placement personnel make use of the EDP as part of job placement?	JPP,A,GP	157

	RESPONDENT GROUP	COMPUTER NUMBER
70. Do guidance personnel provide personal counseling to students/ clients as needed to improve readiness for employment?	JPP,GP	158
71. Is career/occupational information provided to assist students/ clients during the job search?	JPP,A,GP	159
72. Is the Michigan Occupational Information System (MOIS) available for use by job placement personnel with students/clients?	JPP,GP,VOI	160
B. Vocational/Occupational program information will be communicated to job placement.		
Related Questions:		
73. Has a list of tasks and/or competencies for vocational/occupational programs been distributed to job placement personnel?	JPP,A,VOI	161
74. Does the agency have a mechanism for sharing information gathered by job placement personnel about the strengths and weaknesses of vocational/occupational programs?	JPP,A,VOI	162
75. Have employers been provided with information about vocational/ occupational programs which describes the job skills taught to students?	JPP,A	163
76. Has your company or organization received information about the vocational/occupational training programs which describes the job skills taught to students?	E	163
77. Are employers provided with a list of job titles for which vocational/ occupational training is offered?	JPP,A	164
78. Has your company or organization received a list of job titles for which vocational/occupational training is offered?	E	164
C. The necessary support services will be provided and are coordinated to eliminate duplication.		
Related Questions:		
70. Are support services available to handicapped persons, disadvantaged persons, and persons of Limited English Proficiency to help with the job search?	JPP,A,GP,O	165
80. Is the delivery of employability skills instruction planned and coordinated?	JPP,A,GP,VOI	166
81. Are job placement activities coordinated with coop and work experience?	JPP,A,GP,VOI,O	167
82. Do job placement personnel have access to and utilize student/client school records for use during the job search?	JPP	168

VI. POPULATION/ACCESS

THE ELIGIBLE POPULATION WILL BE PROVIDED ACCESS TO JOB PLACEMENT SERVICES THAT RESULT IN EMPLOYMENT.

A. Job placement will register and place eligible applicants/clients in proportions that reflect the population in the service area.

	RESPONDENT GROUP	COMPUTER NUMBER
Related Questions:		
83. Have job placement records been analyzed over the past three years to indicate whether usage has remained constant, increased, or decreased?	JPP,A	169
84. Has the number of vocational/occupational students and completers to be served by the job placement delivery system been identified?	JPP,A	170
85. Has the number of recent vocational/occupational graduates who are unemployed and who are seeking employment been identified?	JPP,A	171
86. Has the number of JTPA-eligible students/clients to be served by the job placement delivery system been identified?	JPP,A	172
87. Is job placement assistance provided to any vocational/occupational student/client who wishes to use the job placement service?	JPP,A,VOI	173
88. Is help in finding employment available in your high school or area center to any vocational student who needs or wants it?	S	173
B. Job placement places an acceptable percentage of vocational/occupational program completers in related employment.		
Related Questions:		
89. Does the job placement program place vocational/occupational students and completers by program code in proportion to which the students and completers of those programs register with the job placement program?	JPP,A,GP,VOI	174
90. Does each vocational/occupational program code have a related placement rate which equals or exceeds the career education planning district (CEPD) related placement rate for each program code?	JPP,A,VOI,O	175
91. Does each vocational/occupational program have a related placement rate which equals or exceeds the state related placement rate for each program?	JPP,A,VOI	176
VII. PROGRAM OPERATION		
JOB PLACEMENT WILL HAVE SERVICE AREA-WIDE OPERATIONAL POLICIES AND PROCEDURES WHICH ASSURE YEAR-ROUND SERVICES AND ASSISTS CLIENTS TO OBTAIN EMPLOYMENT IN ACCORDANCE WITH CAREER GOALS.		
A. Service area-wide activities will be implemented to facilitate job placement.		
Related Questions:		
92. Is there a job placement management information system which links labor market needs with job applicant skills?	JPP,A,O	177
93. Have job placement statistics been analyzed to ensure that job orders are developed/identified in proportion to the number of vocational program graduates/completers by program code?	JPP,A,O	178
94. Are uniform job placement forms available for use?	JPP,A	179
95. Are job placement forms, policies, and procedures in compliance with civil rights laws, rules, and regulations?	JPP,A	180

	RESPONDENT GROUP	COMPUTER NUMBER
96. Are job orders distributed to job placement personnel?	JPP,A,GP,VOI	181
97. Are job orders updated periodically?	JPP,A,GP,VOI	182
98. Does the agency have a mechanism for sharing unfilled job orders?	JPP,A,VOI	183
B. The job placement system will provide supplementary pre-employment services, referral and employment services to students/clients, services to employers, and post-employment services on a year-round basis. Related Questions:		
99. Does the job placement delivery system include a process for recruiting students/clients?	JPP,A,VOI	184
100. Are students/clients provided with printed credentials which document skills/competencies for use during the job search?	JPP,VOI	185
101. Are students in your high school or area center provided with written information which describes their vocational skills for use when looking for employment?	S	185
102. Does the school district provide applicants with written information about their vocational skills?	E	185
103. Are students/clients provided with instruction on the preparation of resumes?	JPP,VOI	186
104. Did you receive assistance in how to prepare your resume?	S	187
105. Do you find that most vocational job applicants referred to your company or organization are adequate in the preparation of resume?	E	187
106. Are students/clients provided with training in the skills needed to seek and obtain employment?	JPP,VOI	188
107. Did you receive additional assistance from the school personnel helping in find employment in, "how to interview for a job"?	S	188
108. Do you find that most vocational job applicants are adequately prepared for the interview?	E	188
109. Do you find that most job applicants referred to your company or organization by the vocational job placement program are adequately prepared to complete your job application?	E	189
110. Are students/clients provided with information about job retention?	JPP,VOI	190
111. Do students/clients receive information about relocation for the purpose of obtaining employment?	JPP,VOI	191
112. Did you receive information about moving to find employment?	S	191
113. Are students/clients provided information about labor laws?	JPP	192

	RESPONDENT GROUP	COMPUTER NUMBER
114. Did you receive information about labor laws?	S	193
115. Is an applicant file maintained for each student/client registered by the job placement program?	JPP,A	194
116. Does the applicant file contain a record of information such as student/client skill record, employment history, an indication of the level of job readiness, and employment recommendations?	JPP,A	195
117. Are students/clients screened using the employer's criteria for the job prior to referral?	JPP,A	196
118. Are students/clients informed of the employer's stated criteria for the job during the screen interview?	JPP,A	197
119. Does the job placement staff obtain the results of each referral to job orders?	JPP	198
120. Do job placement personnel follow-up the referrals that they make to your company or organization?	E	198
121. Do job placement personnel conduct an on-site assessment of work sites and working conditions before referring students/clients to those work sites?	JPP,A,VOI	199
VIII.COORDINATION AND COLLABORATION		
THE EDUCATIONAL AGENCY'S LONG-RANGE PLAN FOR JOB PLACEMENT WILL INCLUDE THE COORDINATED DELIVERY OF JOB PLACEMENT SERVICES AND ACTIVITIES IN COLLABORATION WITH OTHER AGENCIES AND ORGANIZATIONS PROVIDED SIMILAR SERVICES.		
A. Written agreements with other job placement agencies and organizations will document decisions to work together to provide job placement services.		
Related Questions:		
122. Has a coordination agreement been developed between this educational agency and job placement agencies/programs such as JTPA, MESC, Special Education, Urban League, etc.?	JPP,A,O	200
123. Does the agreement include provisions for coordination of resources and services?	JPP,A,O	201
124. Does the agreement(s) include provision(s) for sharing job orders?	JPP,A,O	202
B. The provisions of the coordination/collaboration agreement or contract will have been communicated to the administration and staff of the participating agencies, organizations, and employers.		
Related Questions:		
125. Has the coordination agreement been approved by the appropriate administrator(s)?	JPP,A,O	203
126. Does the agreement(s) include provisions for periodic meetings of the coordinating committee?	JPP,A,O	204
127. Does the agreement(s) include a method for communication between/among the agencies/programs?	JPP,A,O	205

	RESPONDENT GROUP	COMPUTER NUMBER
128. Have all administrative personnel and job placement personnel who deliver direct client services received information about the agreement(s)?	JPP,A,O	206
129. Have employers been informed about the agreement(s)?	JPP,A,O	207
130. Have you been informed about the agreement(s) between the school district and other job placement programs in the community?	E	208
IX. FINANCE A FINANCIAL MANAGEMENT SYSTEM WILL BE ESTABLISHED FOR JOB PLACEMENT. A. A fiscal and operational plan that will incorporate funding from multiple sources has been implemented for job placement. Related Questions:		
131. Has a financial plan for the education-based job placement delivery system been developed and approved?	JPP,A	209
132. Does the financial plan include the allocation and expenditure of general revenue funds, added cost funds for job placement, vocational education project funds, and other funds?	JPP,A	210
133. Is the budget and spending plan for each program segment reflective of their respective goals and objectives?	JPP,A	211
134. Is the budget and spending plan for job placement developed and implemented so as to reduce duplication of resources?	JPP,A	212
135. Do job placement personnel provide the administration with recommendations for the job placement budget and spending plan?	JPP,A	213
136. Is there an accounting system for the job placement program which enables fiscal reports to be prepared as required by multiple funding sources?	JPP,A	214

JOB PLACEMENT STATUS STUDY*
JOB PLACEMENT PERSONNEL
QUESTIONNAIRE

This instrument is for local use only and data generated through its use will not be collected by the Michigan Department of Education.

* Developed by the Michigan Department of Education Service and recommended for use by education agencies.

SAMPLE

DATE OF STUDY: ______________

CEPD NUMBER ___ ___

BUILDING NUMBER ___ ___

REVIEWER NUMBER ___ ___ ___ ___

GRADE (GR) ___ ___ (optional)

DISTRICT ___ ___

TYPE ___ ___ ___

PROGRAM ___ ___ ___ ___ ___ ___ (optional)

GENERAL INFORMATION and DIRECTIONS

This educational agency is reviewing the job placement program. As a job placement person, you have valuable knowledge upon which to base an opinion about the job placement program.

The questionnaire that follows has 109 questions. Please select the one response which is closest to your opinion by placing a "✓" in the appropriate box.

The type of responses you may give are listed below, with a brief explanation:

NO:	In your opinion the answer to the question is either a definite NO, or in the majority of cases, "Improvement is needed."
YES:	In your opinion the answer to the question is either a definite YES, or in the majority of cases, "Improvement is not needed."
NOT NECESSARY or NOT APPLICABLE:	In your opinion the question is not necessary or does not apply to the job placement program in this school.
NO OPINION or DON'T KNOW:	You do not have an opinion or you do not have information on which to base an opinion.

If you have any comments you wish to add, please write them at the end of the questionnaire in the space provided.

Thank you for your cooperation.

JOB PLACEMENT STATUS STUDY
(109 Questions)

For Use By: Job Placement Personnel

Please indicate your response with a check (✓)

	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
1. Are there written goals and objectives for job placement?					101

STOP Answer question 2 only if your answer to the previous question was "YES". If your answer was "NO", skip to Question 3.

2. Have goals and objectives been approved/adopted by the board of education?					102
3. Has an administrator been identified to direct job placement personnel?					103
4. Has an administrator been identified to direct job placement services?					104
5. Is there adequate administrative support for job placement?					105
6. Is there an organizational plan which describes administrative/staff relationships for job placement?					106
7. Are the responsibilities for administration of the job placement system identified in the written job description(s)?					107
8. Are personnel who administer the job placement services employed on a twelve month basis?					108
9. Has an administrative guide been developed and disseminated for job placement which describes the operational procedures, practices, and policies?					109
10. Has a written long-range plan for the delivery of job placement been developed for multiple years?					110

STOP Answer question 11-12 only if your answer to the previous question was "YES". If your answer was "NO", skip to Question 13.

11. Is the job placement delivery system consistent with the written long-range job placement plan?					111
12. Is the job placement long-range plan being implemented?					112
13. Do personnel who provide job placement services have written job descriptions?					113
14. Is the responsibility for providing job placement services included in the written job description?					114

JOB PLACEMENT STATUS STUDY
(109 Questions)

For Use By: Job Placement Personnel

Please indicate your response with a check (✓)	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
15. Have job placement personnel who provide direct services to students/clients been identified?					115
16. Does the agency have written educational and/or experiential requirements for job placement personnel?					116
17. Are job placement personnel who provide direct services to students/clients available on a twelve month basis?					117
18. Are job placement personnel accessible to students/clients on a regularly scheduled basis?					118
19. Are job placement personnel available to employers on a regularly scheduled basis?					119
20. Do job placement personnel make prompt referrals to the job openings that your company or organization lists with them?					120
21. Have all job placement personnel participated in job placement inservice activities during the past twelve months?					121
22. Have you received information relative to labor laws?					123
23. Have job placement personnel been inserviced on the use of career/occupational information in job placement?					124
24. Have job placement personnel been inserviced on the use of computers as a management and information tool for job placement?					125
25. Have job placement personnel been serviced on the use of the Secondary Vocational Student Follow-up Survey results for job placement?					126
26. Does the agency have access to the Michigan Occupational Data Analysis System (MODAS) for use with job placement?					127
27. Have job placement personnel and guidance personnel been made aware of how to utilize the Michigan Occupational Data Analysis System (MODAS) in job placement?					128
28. Do job placement personnel participate in vocational/occupational education advisory/committee meetings?					129
29. Do job placement personnel participate in professional/educational committees (other than advisory) at local, regional, or state levels?					130

JOB PLACEMENT STATUS STUDY
(109 Questions)

For Use By: Job Placement Personnel

Please indicate your response with a check (✓)

	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
30. Do job placement personnel have input into the development of the job placement budget?					131
31. Is adequate space provided for job placement student/client interviews, parent conferences, and employer conferences?					132
32. Is there an identifiable space for student/client job placement interviews?					133
33. Are equipment, materials, and supplies in good working condition and sufficient to meet the needs of job placement?					135
34. Is bulletin board/display space used to provide information about job placement?					136
35. Is the job placement office accessible to handicapped students?					137
36. Is the job placement office centrally located?					138
37. Has an advisory committee for job placement been established?					139

STOP Answer questions 38 - 41 only if your answer to the previous question was "YES". If your answer was "NO", skip to Question 42.

38. Is the advisory committee representative of the community?					140
39. Is the advisory committee representative of the general public, including at least a representative of business, labor, and community-based job placement programs?					141
40. Are advisory committee members informed of job placement goals and objectives?					142
41. Does the advisory committee make recommendations to the agency on the operation of job placement?					143
42. Are community resources used by job placement personnel?					144
43. Is there an organized program to promote job placement?					145
44. Has the program to promote the job placement program been implemented?					145
45. Are presentations about job placement made to staff and the students?					146

JOB PLACEMENT STATUS STUDY
(109 Questions)

For Use By: Job Placement Personnel

Please indicate your response with a check (✓)

		IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
46.	Are presentations about job placement made within the community?					147
47.	Are materials available which describe job placement?					148
48.	Have informational materials about job placement been distributed within the school?					149
49.	Have informational materials about job placement been distributed to employers.					150
50.	Is information about job placement being communicated to limited English proficiency groups in their language?					151
51.	Are students/clients informed about other job placement programs in the community?					152
52.	Do guidance personnel provide vocational guidance to students/ clients as part of the job search?					153
53.	Do guidance personnel provide job placement personnel with the results of tests, questionnaires, surveys, etc. upon request for use during placement?					154
54.	Does the agency have an employability development plan (EDP)?					155
55.	Do job placement personnel have access to the EDP for use in providing job placement services?					156
56.	Do job placement personnel make use of the EDP as part of job placement?					157
57.	Do guidance personnel provide personal counseling to students/clients as needed to improve readiness for employment?					158
58.	Is career/occupational information provided to assist students/clients during the job search?					159
59.	Is the Michigan Occupational Information System (MOIS) available for use by job placement personnel with students/clients?					160
60.	Has a list of tasks and/or competencies for vocational/occupational programs been distributed to job placement personnel?					161
61.	Does the agency have a mechanism for sharing information gathered by job placement personnel about the strengths and weaknesses of vocational/occupational programs?					162

JOB PLACEMENT STATUS STUDY
(109 Questions)

For Use By: Job Placement Personnel

Please indicate your response with a check (✓)

		IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
62.	Have employers been provided with information about vocational/occupational programs which describes the job skills taught to students?					163
63.	Are employers provided with a list of job titles for which vocational/occupational training is offered?					164
64.	Are support services available to handicapped persons, disadvantaged persons, and persons of Limited English Proficiency to help with the job search?					165
65.	Is the delivery of employability skills instruction planned and coordinated?					166
66.	Are job placement activities coordinated with coop and work experience?					167
67.	Do job placement personnel have access to and utilize student/client school records for use during the job search?					168
68.	Have job placement records been analyzed over the past three years to indicate whether usage has remained constant, increased, or decreased?					169
69.	Has the number of vocational/occupational students and completers to be served by the job placement delivery system been identified?					170
70.	Has the number of recent vocational/occupational graduates who are unemployed and who are seeking employment been identified?					171
71.	Has the number of JTPA-eligible students/clients to be serviced by the job placement delivery system been identified?					172
72.	Is job placement assistance provided to any vocational/occupational student/client who wishes to use the job placement service?					173
73.	Does the job placement program place vocational/occupational students and completers by program code in proportion to which the students and completers of those programs register with the job placement program?					174
74.	Does each vocational/occupational program code have a related placement rate which equals or exceeds the regional related placement rate for each program code?					175
75.	Does each vocational/occupational program have a related placement rate which equals or exceeds the state related placement rate for each program?					176
76.	Is there a job placement management information system which links labor market needs with job applicant skills?					177

JOB PLACEMENT STATUS STUDY
(109 Questions)

For Use By: Job Placement Personnel

Please indicate your response with a check (✓)	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
77. Have job placement statistics been analyzed to ensure that job orders are developed/identified in proportion to the number of vocational program graduates/completers by program code?					178
78. Are uniform job placement forms available for use?					179
79. Are job placement forms, policies, and procedures in compliance with civil rights laws, rules, and regulations?					180
80. Are job orders distributed to job placement personnel?					181
81. Are job orders updated periodically?					182
82. Does the agency have a mechanism for sharing unfilled job orders?					183
83. Does the job placement delivery system include a process for recruiting students/clients?					184
84. Are students/clients provided with printed credentials which document skills/competencies for use during the job search?					185
85. Are students/clients provided with instruction on the preparation of resumes?					186
86. Are students/clients provided with training in the skills needed to seek and obtain employment?					188
87. Are students/clients provided with information about job retention?					190
88. Do students/clients receive information about relocation for the purpose of obtaining employment?					191
89. Are students/clients provided information about labor laws?					192
90. Is an applicant file maintained for each student/client registered by the job placement program?					194
91. Does the applicant file contain a record of information such as student/client skill record, employment history, an indication of the level of job readiness, and employment recommendations?					195
92. Are students/clients screened using the employer's criteria for the job prior to referral?					196
93. Are students/clients informed of the employer's stated criteria for the job during the screen interview?					197

JOB PLACEMENT STATUS STUDY
(109 Questions)

For Use By: Job Placement Personnel

Please indicate your response with a check (√)

		IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
94.	Does the job placement staff obtain the results of each referral to job orders?					198
95.	Do job placement personnel conduct an on-site assessment of work sites and working conditions before referring students/clients to those work sites?					199
96.	Has a coordination agreement been developed between this educational agency and job placement agencies/programs such as JTPA, MESC, Special Education, Urban League, etc.?					200

STOP Answer Questions 97 - 103 only if your answer to the previous question was "YES". If your answer was "NO" to Question 97, skip to Question 104.

97.	Does the agreement include provisions for coordination of resources and services?					201
98.	Does the agreement(s) include provision(s) for sharing job orders?					202
99.	Has the coordination agreement been approved by the appropriate administrator(s)?					203
100.	Does the agreement(s) include provisions for periodic meetings of the coordinating committee?					204
101.	Does the agreement(s) include a method for communication between/among the agencies/programs?					205
102.	Have all administrative personnel and job placement personnel who deliver direct client services received information about the agreement(s)?					206
103.	Have employers been informed about the agreement(s)?					207
104.	Has a financial plan for the education-based job placement delivery system been developed and approved?					209
105.	Does the financial plan include the allocation and expenditure of general revenue funds, added cost funds for job placement, vocational education project funds, and other funds?					210
106.	Is the budget and spending plan for each program segment reflective of their respective goals and objectives?					211
107.	Is the budget and spending plan for job placement developed and implemented so as to reduce duplication of resources?					212

JOB PLACEMENT STATUS STUDY
(109 Questions)

For Use By: Job Placement Personnel

	Please indicate your response with a check (√)	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
108.	Do job placement personnel provide the administration with recommendations for the job placement budget and spending plan?					213
109.	Is there an accounting system for the job placement program which enables fiscal reports to be prepared as required by multiple funding sources?					214

Use this space for any COMMENTS you wish to make about this vocational program--

STOP
THANK
YOU

End of Review for this Program.

JOB PLACEMENT STATUS STUDY*

ADMINISTRATOR QUESTIONNAIRE

> This instrument is for local use only and data generated through its use will not be collected by the Michigan Department of Education.

* Developed by the Michigan Department of Education Service and recommended for use by education agencies.

SAMPLE

DATE OF STUDY: ____________________

CEPD NUMBER _ _

DISTRICT _ _

BUILDING NUMBER _ _

TYPE _ _ _

REVIEWER NUMBER _ _ _ _

PROGRAM _ _ _ _ _ _ (optional)

GRADE (GR) _ _ (optional)

GENERAL INFORMATION and DIRECTIONS

This educational agency is reviewing the job placement program. As an administrator, you have valuable knowledge upon which to base an opinion about the job placement program.

The questionnaire that follows has 95 questions. Please select the one response which is closest to your opinion by placing a "✓" in the appropriate box.

The type of responses you may give are listed below, with a brief explanation:

NO:	In your opinion the answer to the question is either a definite NO, or in the majority of cases, "Improvement is needed."
YES:	In your opinion the answer to the question is either a definite YES, or in the majority of cases, "Improvement is not needed."
NOT NECESSARY or NOT APPLICABLE:	In your opinion the question is not necessary or does not apply to the job placement program in this school.
NO OPINION or DON'T KNOW:	You do not have an opinion or you do not have information on which to base an opinion.

If you have any comments you wish to add, please write them at the end of the questionnaire in the space provided.

Thank you for your cooperation.

JOB PLACEMENT STATUS STUDY
(95 Questions)

For Use By: Administrators

Please indicate your response with a check (√)	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
1. Are there written goals and objectives for job placement?					101

Answer question 2 only if your answer to the previous question was "YES". If your answer was "NO", skip to Question 3.

2. Have goals and objectives been approved/adopted by the board of education?					102
3. Has an administrator been identified to direct job placement personnel?					103
4. Has an administrator been identified to direct job placement services?					104
5. Is there adequate administrative support for job placement?					105
6. Is there an organizational plan which describes administrative/staff relationships for job placement?					106
7. Are the responsibilities for administration of the job placement system identified in the written job description(s)?					107
8. Are personnel who administer the job placement services employed on a twelve month basis?					108
9. Has an administrative guide been developed and disseminated for job placement which describes the operational procedures, practices, and policies?					109
10. Has a written long-range plan for the delivery of job placement been developed for multiple years?					110

STOP Answer question 11-12 only if your answer to the previous question was "YES". If your answer was "NO", skip to Question 13.

11. Is the job placement delivery system consistent with the written long-range job placement plan?					111
12. Is the job placement long-range plan being implemented?					112
13. Do personnel who provide job placement services have written job descriptions?					113
14. Is the responsibility for providing job placement services included in the written job description?					114

JOB PLACEMENT STATUS STUDY
(95 Questions)

For Use By: Administrators

Please indicate your response with a check (/)	IMPROVEMENT IS NEEDED	IMPROVEMENT IS NOT NEEDED	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
	NO	YES			
15. Have job placement personnel who provide direct services to students/clients been identified?					115
16. Does the agency have written educational and/or experiential requirements for job placement personnel?					116
17. Are job placement personnel who provide direct services to students/-clients available on a twelve month basis?					117
18. Are job placement personnel accessible to students/clients on a regularly scheduled basis?					118
19. Are job placement personnel available to employers on a regularly scheduled basis?					119
20. Have all job placement personnel participated in job placement inservice activities during the past twelve months?					121
21. Have all job placement personnel received information on labor laws?					123
22. Have job placement personnel been inserviced on the use of career/occupational information in job placement?					124
23. Have job placement personnel been inserviced on the use of computers as a management and information tool for job placement?					125
24. Have job placement personnel been serviced on the use of the Secondary Vocational Student Follow-up Survey results for job placement?					126
25. Does the agency have access to the Michigan Occupational Data Analysis System (MODAS) for use with job placement?					127
26. Have job placement personnel and guidance personnel been made aware of how to utilize the Michigan Occupational Data Analysis System (MODAS) in job placement?					128
27. Do job placement personnel participate in vocational/occupational education advisory/committee meetings?					129
28. Do job placement personnel participate in professional/educational committees (other than advisory) at local, regional, or state levels?					130
29. Do job placement personnel have input into the development of the job placement budget?					131

JOB PLACEMENT STATUS STUDY
(95 Questions)

For Use By: Administrators

Please indicate your response with a check (✓)

	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
30. Is adequate space provided for job placement student/client interviews, parent conferences, and employer conferences?					132
31. Is there an identifiable space for student/client job placement interviews?					133
32. Are equipment, materials, and supplies in good working condition and sufficient to meet the needs of job placement?					135
33. Is bulletin board/display space used to provide information about job placement?					136
34. Is the job placement office accessible to handicapped students?					137
35. Has an advisory committee for job placement been established?					139

STOP Answer questions 38 - 41 only if your answer to the previous question was "YES". If your answer was "NO", skip to Question 42.

36. Is the advisory committee representative of the community?					140
37. Is the advisory committee representative of the general public, including at least a representative of business, labor, and community-based job placement programs?					141
38. Does the advisory committee make recommendations to the agency on the operation of job placement?					143
39. Are community resources used by job placement personnel?					144
40. Is there an organized program to promote job placement?					145
41. Has the program to promote the job placement program been implemented?					145
42. Are presentations about job placement made to staff and the students?					146
43. Are presentations about job placement made within the community?					147
44. Are materials available which describe job placement?					148
45. Have informational materials about job placement been distributed within the school?					149
46. Have informational materials about job placement been distributed to employers.					150

JOB PLACEMENT STATUS STUDY
(95 Questions)

For Use By: Administrators

Please indicate your response with a check (✓)	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
47. Is information about job placement being communicated to limited English proficiency groups in their language?					151
48. Do guidance personnel provide vocational guidance to students/clients as part of the job search?					153
49. Does the agency have an employability development plan (EDP)?					155
50. Do job placement personnel have access to the EDP for use in providing job placement services?					156
51. Do job placement personnel make use of the EDP as part of job placement?					157
52. Is career/occupational information provided to assist students/clients during the job search?					159
53. Has a list of tasks and/or competencies for vocational/occupational programs been distributed to job placement personnel?					161
54. Does the agency have a mechanism for sharing information gathered by job placement personnel about the strengths and weaknesses of vocational/occupational programs?					162
55. Have employers been provided with information about vocational/occupational programs which describes the job skills taught to students?					163
56. Are employers provided with a list of job titles for which vocational/occupational training is offered?					164
57. Are support services available to handicapped persons, disadvantaged persons, and persons of Limited English Proficiency to help with the job search?					165
58. Is the delivery of employability skills instruction planned and coordinated?					166
59. Are job placement activities coordinated with coop and work experience?					167
60. Do job placement personnel have access to and utilize student/client records for use during the job search?					168
61. Have job placement records been analyzed over the past three years to indicate whether usage has remained constant, increased, or decreased?					169
62. Has the number of vocational/occupational students and completers to be served by the job placement delivery system been identified?					170

JOB PLACEMENT STATUS STUDY
(95 Questions)

For Use By: Administrators

Please indicate your response with a check (✓)	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
63. Has the number of recent vocational/occupational graduates who are unemployed and who are seeking employment been identified?					171
64. Has the number of JTPA-eligible students/clients to be serviced by the job placement delivery system been identified?					172
65. Is job placement assistance provided to any vocational/occupational student/client who wishes to use the job placement service?					173
66. Does the job placement program place vocational/occupational students and completers by program code in proportion to which the students and completers of those programs register with the job placement program?					174
67. Does each vocational/occupational program code have a related placement rate which equals or exceeds the regional related placement rate for each program code?					175
68. Does each vocational/occupational program have a related placement rate which equals or exceeds the state related placement rate for each program?					176
69. Is there a job placement management information system which links labor market needs with job applicant skills?					177
70. Have job placement statistics been analyzed to ensure that job orders are developed/identified in proportion to the number of vocational program graduates/completers by program code?					178
71. Are uniform job placement forms available for use?					179
72. Are job placement forms, policies, and procedures in compliance with civil rights laws, rules, and regulations?					180
73. Are job orders distributed to job placement personnel?					181
74. Are job orders updated periodically?					182
75. Does the agency have a mechanism for sharing unfilled job orders?					183
76. Does the job placement delivery system include a process for recruiting students/clients?					184
77. Is an applicant file maintained for each student/client registered by the job placement program?					194
78. Does the applicant file contain a record of information such as student/client skill record, employment history, an indication of the level of job readiness, and employment recommendations?					195

Please indicate your response with a check (✓)	IMPROVEMENT IS NEEDED	IMPROVEMENT IS NOT NEEDED	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
	NO	YES			
79. Are students/clients screened using the employer's criteria for the job prior to referral?					196
80. Are students/clients informed of the employer's stated criteria for the job during the screen interview?					197
81. Do job placement personnel conduct an on-site assessment of work sites and working conditions before referring students/clients to those work sites?					199
82. Has a coordination agreement been developed between this educational agency and job placement agencies/programs such as JTPA, MESC, Special Education, Urban League, etc.?					200

STOP Answer Questions 83 - 89 only if your answer to the previous question was "YES". If your answer was "NO" to Question 97, skip to Question 90.

83. Does the agreement include provisions for coordination of resources and services?					201
84. Does the agreement(s) include provision(s) for sharing job orders?					202
85. Has the coordination agreement been approved by the appropriate administrator(s)?					203
86. Does the agreement(s) include provisions for periodic meetings of the coordinating committee?					204
87. Does the agreement(s) include a method for communication between/among the agencies/programs?					205
88. Have all administrative personnel and job placement personnel who deliver direct client services received information about the agreement(s)?					206
89. Have employers been informed about the agreement(s)?					207
90. Has a financial plan for the education-based job placement delivery system been developed and approved?					209
91. Does the financial plan include the allocation and expenditure of general revenue funds, added cost funds for job placement, vocational education project funds, and other funds?					210
92. Is the budget and spending plan for each program segment reflective of their respective goals and objectives?					211

JOB PLACEMENT STATUS STUDY
(95 Questions)

For Use By: Administrators

	Please indicate your response with a check (√)	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
93.	Is the budget and spending plan for job placement developed and implemented so as to reduce duplication of resources?					212
94.	Do job placement personnel provide the administration with recommendations for the job placement budget and spending plan?					213
95.	Is there an accounting system for the job placement program which enables fiscal reports to be prepared as required by multiple funding sources?					214

Use this space for any COMMENTS you wish to make about this vocational program--

STOP THANK YOU

End of Review for this Program.

JOB PLACEMENT STATUS STUDY*
GUIDANCE PERSONNEL
QUESTIONNAIRE

This instrument is for local use only and data generated through its use will not be collected by the Michigan Department of Education.

* Developed by the Michigan Department of Education Service and recommended for use by education agencies.

SAMPLE

DATE OF STUDY: ____________________

CEPD NUMBER	__ __	DISTRICT	__ __
BUILDING NUMBER	__ __	TYPE	__ __ __
REVIEWER NUMBER	__ __ __ __	PROGRAM	__ __ __ __ __ __ (optional)
GRADE (GR)	__ __ (optional)		

GENERAL INFORMATION and DIRECTIONS

This educational agency is reviewing the job placement program. As a guidance person, you have valuable knowledge upon which to base an opinion about the job placement program.

The questionnaire that follows has 20 questions. Please select the one response which is closest to your opinion by placing a "✓" in the appropriate box.

The type of responses you may give are listed below, with a brief explanation:

NO:	In your opinion the answer to the question is either a definite NO, or in the majority of cases, "Improvement is needed."
YES:	In your opinion the answer to the question is either a definite YES, or in the majority of cases, "Improvement is not needed."
NOT NECESSARY or NOT APPLICABLE:	In your opinion the question is not necessary or does not apply to the job placement program in this school.
NO OPINION or DON'T KNOW:	You do not have an opinion or you do not have information on which to base an opinion.

If you have any comments you wish to add, please write them at the end of the questionnaire in the space provided.

Thank you for your cooperation.

JOB PLACEMENT STATUS STUDY
(20 Questions)

For Use By: Guidance Personnel

Please indicate your response with a check (√)

	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
1. Are there written goals and objectives for job placement?					101

Answer question 2 only if your answer to the previous question was "YES". If your answer was "NO", skip to Question 3.

2. Have goals and objectives been approved/adopted by the board of education?					102
3. Is there an organizational plan which describes administrative/staff relationships for job placement?					106
4. Are personnel who administer the job placement services employed on a twelve month basis?					108
5. Has an administrative guide been developed and disseminated for job placement which describes the operational procedures, practices, and policies?					109
6. Have job placement personnel and guidance personnel been made aware of how to utilize the Michigan Occupational Data Analysis System (MODAS) in job placement?					128
7. Do guidance personnel provide vocational guidance to students/ clients as part of the job search?					153
8. Do guidance personnel provide job placement personnel with the results of tests, questionnaires, surveys, etc. upon request for use during placement?					154
9. Does the agency have an employability development plan (EDP)?					155
10. Do job placement personnel have access to the EDP for use in providing job placement services?					156
11. Do job placement personnel make use of the EDP as part of job placement?					157
12. Do guidance personnel provide personal counseling to students/clients as needed to improve readiness for employment?					158
13. Is career/occupational information provided to assist students/clients during the job search?					159
14. Is the Michigan Occupational Information System (MOIS) available for use by job placement personnel with students/clients?					160

JOB PLACEMENT STATUS STUDY
(20 Questions)

For Use By: Guidance Personnel

Please indicate your response with a check (√)	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
15. Are support services available to handicapped persons, disadvantaged persons, and persons of Limited English Proficiency to help with the job search?					165
16. Is the delivery of employability skills instruction planned and coordinated?					166
17. Are job placement activities coordinated with coop and work experience?					167
18. Does the job placement program place vocational/occupational students and completers by program code in proportion to which the students and completers of those programs register with the job placement program?					174
19. Are job orders distributed to job placement personnel?					181
20. Are job orders updated periodically?					182

Use this space for any COMMENTS you wish to make about this vocational program--

STOP THANK YOU

End of Review for this Program.

JOB PLACEMENT STATUS STUDY*
VOCATIONAL/OCCUPATIONAL INSTRUCTORS
QUESTIONNAIRE

This instrument is for local use only and data generated through its use will not be collected by the Michigan Department of Education.

SAMPLE

DATE OF STUDY: ______________________

CEPD NUMBER __ __

DISTRICT __ __

BUILDING NUMBER __ __

TYPE __ __ __

REVIEWER NUMBER __ __ __ __

PROGRAM __ __ __ __ __ __ (optional)

GRADE (GR) __ __ (optional)

GENERAL INFORMATION and DIRECTIONS

This educational agency is reviewing the job placement program. As a vocational/occupational instructor, you have valuable knowledge upon which to base an opinion about the job placement program.

The questionnaire that follows has 32 questions. Please select the one response which is closest to your opinion by placing a "√" in the appropriate box.

The type of responses you may give are listed below, with a brief explanation:

NO:	In your opinion the answer to the question is either a definite NO, or in the majority of cases, "Improvement is needed."
YES:	In your opinion the answer to the question is either a definite YES, or in the majority of cases, "Improvement is not needed."
NOT NECESSARY or NOT APPLICABLE:	In your opinion the question is not necessary or does not apply to the job placement program in this school.
NO OPINION or DON'T KNOW:	You do not have an opinion or you do not have information on which to base an opinion.

If you have any comments you wish to add, please write them at the end of the questionnaire in the space provided.

Thank you for your cooperation.

JOB PLACEMENT STATUS STUDY
(32 Questions)

For Use By: Vocational Occupational Instructors

Please indicate your response with a check (✓)	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
1. Are there written goals and objectives for job placement?					101

STOP Answer question 2 only if your answer to the previous question was "YES". If your answer was "NO", skip to Question 3.

2. Have goals and objectives been approved/adopted by the board of education?					102
3. Is there an organizational plan which describes administrative/staff relationships for job placement?					106
4. Are personnel who administer the job placement services employed on a twelve month basis?					108
5. Has an administrative guide been developed and disseminated for job placement which describes the operational procedures, practices, and policies?					109
6. Has a written long-range plan for the delivery of job placement been developed for multiple years?					110

STOP Answer question 7-8 only if your answer to the previous question was "YES". If your answer was "NO", skip to Question 9.

7. Is the job placement delivery system consistent with the written long-range job placement plan?					111
8. Is the job placement long-range plan being implemented?					112
9. Does the agency have access to the Michigan Occupational Data Analysis System (MODAS) for use with job placement?					127
10. Is there an identifiable space for student/client job placement interviews?					133
11. Has the program to promote the job placement program been implemented?					145
12. Are presentations about job placement made to staff and the students?					146
13. Have informational materials about job placement been distributed within the school?					149
14. Is the Michigan Occupational Information System (MOIS) available for use by job placement personnel with students/clients?					160

JOB PLACEMENT STATUS STUDY
(32 Questions)

For Use By: Vocational Occupational Instructors

Please indicate your response with a check (✓)	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
15. Has a list of tasks and/or competencies for vocational/occupational programs been distributed to job placement personnel?					161
16. Does the agency have a mechanism for sharing information gathered by job placement personnel about the strengths and weaknesses of vocational/occupational programs?					162
17. Is the delivery of employability skills instruction planned and coordinated?					166
18. Are job placement activities coordinated with coop and work experience?					167
19. Is job placement assistance provided to any vocational/occupational student/client who wishes to use the job placement service?					173
20. Does the job placement program place vocational/occupational students and completers by program code in proportion to which the students and completers of those programs register with the job placement program?					174
21. Does each vocational/occupational program code have a related placement rate which equals or exceeds the career education planning district (CEPD) related placement rate for each program code?					175
22. Does each vocational/occupational program have a related placement rate which equals or exceeds the state related placement rate for each program?					176
23. Are job orders distributed to job placement personnel?					181
24. Are job orders updated periodically?					182
25. Does the agency have a mechanism for sharing unfilled job orders?					183
26. Does the job placement delivery system include a process for recruiting students/clients?					184
27. Are students/clients provided with printed credentials which document skills/competencies for use during the job search?					185
28. Are students/clients provided with instruction on the preparation of resumes?					186
29. Are students/clients provided with training in the skills needed to seek and obtain employment?					188
30. Are students/clients provided with information about job retention?					190

JOB PLACEMENT STATUS STUDY
(32 Questions)

For Use By: Vocational Occupational Instructors

Please indicate your response with a check (/)	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
31. Do students/clients receive information about relocation for the purpose of obtaining employment?					191
32. Do job placement personnel conduct an on-site assessment of work sites and working conditions before referring students/clients to those work sites?					199

Use this space for any COMMENTS you wish to make about this vocational program--

STOP THANK YOU

End of Review for this Program.

JOB PLACEMENT STATUS STUDY*

"OTHER" QUESTIONNAIRE

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* Developed by the Michigan Department of Education Service and recommended for use by education agencies.

SAMPLE

DATE OF STUDY: ____________________

CEPD NUMBER	__ __	DISTRICT	__ __
BUILDING NUMBER	__ __	TYPE	__ __ __
REVIEWER NUMBER	__ __ __ __	PROGRAM	__ __ __ __ __ __ (optional)
GRADE (GR)	__ __ (optional)		

GENERAL INFORMATION and DIRECTIONS

This educational agency is reviewing the job placement program. As an interested person, you have valuable knowledge upon which to base an opinion about the job placement program.

The questionnaire that follows has 25 questions. Please select the one response which is closest to your opinion by placing a "✓" in the appropriate box.

The type of responses you may give are listed below, with a brief explanation:

NO:	In your opinion the answer to the question is either a definite NO, or in the majority of cases, "Improvement is needed."
YES:	In your opinion the answer to the question is either a definite YES, or in the majority of cases, "Improvement is not needed."
NOT NECESSARY or NOT APPLICABLE:	In your opinion the question is not necessary or does not apply to the job placement program in this school.
NO OPINION or DON'T KNOW:	You do not have an opinion or you do not have information on which to base an opinion.

If you have any comments you wish to add, please write them at the end of the questionnaire in the space provided.

Thank you for your cooperation.

JOB PLACEMENT STATUS STUDY
(25 Questions)

For Use By: Others

Please indicate your response with a check (✓)	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
1. Has an administrator been identified to direct job placement personnel?					103
2. Has an administrator been identified to direct job placement services?					104
3. Are personnel who administer the job placement services employed on a twelve month basis?					108
4. Has an administrative guide been developed and disseminated for job placement which describes the operational procedures, practices, and policies?					109
5. Has a written long-range plan for the delivery of job placement been developed for multiple years?					110

STOP Answer questions 6 - 7 only if your answer to the previous question was "YES". If your answer was "NO", skip to Question 8.

6. Is the job placement delivery system consistent with the written long-range job placement plan?					111
7. Is the job placement long-range plan being implemented?					112
8. Is the advisory committee representative of the community?					140
9. Is the advisory committee representative of the general public, including at least a representative of business, labor, and community-based job placement programs?					141
10. Are advisory committee members informed of job placement goals and objectives?					142
11. Does the advisory committee make recommendations to the agency on the operation of job placement?					143
12. Are materials available which describe job placement?					148
13. Are support services available to handicapped persons, disadvantaged persons, and persons of Limited English Proficiency to help with the job search?					165
14. Are job placement activities coordinated with coop and work experience?					167
15. Does each vocational/occupational program code have a related placement rate which equals or exceeds the regional related placement rate for each program code?					175

JOB PLACEMENT STATUS STUDY
(25 Questions)

For Use By: Others

Please indicate your response with a check (✓)

		IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
16.	Is there a job placement management information system which links labor market needs with job applicant skills?					177
17.	Have job placement statistics been analyzed to ensure that job orders are developed/identified in proportion to the number of vocational program graduates/completers by program code?					178
18.	Has a coordination agreement been developed between this educational agency and job placement agencies/programs such as JTPA, MESC, Special Education, Urban League, etc.?					200

STOP Answer Questions 19 - 25 only if your answer to the previous question was "YES".

19.	Does the agreement include provisions for coordination of resources and services?					201
20.	Does the agreement(s) include provision(s) for sharing job orders?					202
21.	Has the coordination agreement been approved by the appropriate administrator(s)?					203
22.	Does the agreement(s) include provisions for periodic meetings of the coordinating committee?					204
23.	Does the agreement(s) include a method for communication between/among the agencies/programs?					205
24.	Have all administrative personnel and job placement personnel who deliver direct client services received information about the agreement(s)?					206
25.	Have employers been informed about the agreement(s)?					207

Use this space for any COMMENTS you wish to make about this vocational program--

STOP THANK YOU **End of Review for this Program.**

JOB PLACEMENT STATUS STUDY*
EMPLOYER QUESTIONNAIRE

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* Developed by the Michigan Department of Education Service and recommended for use by education agencies.

SAMPLE

DATE OF STUDY: ____________________

CEPD NUMBER	__ __	DISTRICT	__ __
BUILDING NUMBER	__ __	TYPE	__ __ __
REVIEWER NUMBER	__ __ __ __	PROGRAM	__ __ __ __ __ __ __ (optional)
GRADE (GR)	__ __ (optional)		

GENERAL INFORMATION and DIRECTIONS

This educational agency is reviewing the job placement program. As an employer, you have valuable knowledge upon which to base an opinion about the job placement program.

The questionnaire that follows has 15 questions. Please select the one response which is closest to your opinion by placing a " / " in the appropriate box.

The type of responses you may give are listed below, with a brief explanation:

NO:	In your opinion the answer to the question is either a definite NO, or in the majority of cases, "Improvement is needed."
YES:	In your opinion the answer to the question is either a definite YES, or in the majority of cases, "Improvement is not needed."
NOT NECESSARY or NOT APPLICABLE:	In your opinion the question is not necessary or does not apply to the job placement program in this school.
NO OPINION or DON'T KNOW:	You do not have an opinion or you do not have information on which to base an opinion.

If you have any comments you wish to add, please write them at the end of the questionnaire in the space provided.

Thank you for your cooperation.

JOB PLACEMENT STATUS STUDY
(15 Questions)

For Use By: Employers

Please indicate your response with a check (✓)	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
1. Prior to the receipt of this survey, were you aware that a vocational job placement service was provided by the school district to assist your company or organization in finding qualified employees?					95
STOP Answer questions 2 - 3 only if your answer to the previous question was "YES". If your answer was "NO", skip to Question 4.					
2. Has your company or organization ever utilized the vocational job placement service in your area?					96
3. Has the vocational job placement service been able to provide applicants which meet your needs?					97
4. Are job placement personnel available to assist your company or organization in finding qualified employees on a twelve month basis?					117
5. Are job placement personnel available to employers on a regularly scheduled basis?					119
6. Do job placement personnel make prompt referrals to the job openings that your company or organization lists with them?					120
7. Has your company or organization received information and/or materials about the job placement program?					150
8. Has your company or organization received information about the vocational/occupational training programs which describes the job skills taught to students?					163
9. Has your company or organization received a list of job titles for which vocational/occupational training is offered?					164
10. Does the school district provide applicants with written information about their vocational skills?					185
11. Do you find that most vocational job applicants referred to your company or organization are adequate in the preparation of resumes?					186
12. Do you find that most vocational job applicants are adequately prepared for the interview?					188
13. Do you find that most job applicants referred to your company or organization by the vocational job placement program are adequately prepared to complete your job application?					189
14. Do job placement personnel follow-up the referrals that they make to your company or organization?					198

JOB PLACEMENT STATUS STUDY
(15 Questions)

For Use By: Employers

Please indicate your response with a check (✓)	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW
15. Have you been informated about the agreement(s) between the school district and other job placement programs in the community?				

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Use this space for any COMMENTS you wish to make about this vocational program--

STOP THANK YOU

End of Review for this Program.

JOB PLACEMENT STATUS STUDY*
STUDENT QUESTIONNAIRE

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* Developed by the Michigan Department of Education Service and recommended for use by education agencies.

SAMPLE

DATE OF STUDY: ____________________

CEPD NUMBER __ __
DISTRICT __ __
BUILDING NUMBER __ __
TYPE __ __ __
REVIEWER NUMBER __ __ __ __
PROGRAM __ __ __ __ __ __ (optional)
GRADE (GR) __ __ (optional)

GENERAL INFORMATION and DIRECTIONS

This educational agency is reviewing the job placement program. As a student, you have valuable knowledge upon which to base an opinion about the job placement program.

The questionnaire that follows has 16 questions. Please select the one response which is closest to your opinion by placing a "✓" in the appropriate box.

The type of responses you may give are listed below, with a brief explanation:

NO:	In your opinion the answer to the question is either a definite NO, or in the majority of cases, "Improvement is needed."
YES:	In your opinion the answer to the question is either a definite YES, or in the majority of cases, "Improvement is not needed."
NOT NECESSARY or NOT APPLICABLE:	In your opinion the question is not necessary or does not apply to the job placement program in this school.
NO OPINION or DON'T KNOW:	You do not have an opinion or you do not have information on which to base an opinion.

If you have any comments you wish to add, please write them at the end of the questionnaire in the space provided.

Thank you for your cooperation.

JOB PLACEMENT STATUS STUDY
(16 Questions)

For Use By: Students

	Please indicate your response with a check (√)	IMPROVEMENT IS NEEDED NO	IMPROVEMENT IS NOT NEEDED YES	NOT NECESSARY OR NOT ACCEPTABLE	NO OPINION OR DON'T KNOW	
1.	Does your high school or area center have persons to help you find a job on a twelve month basis?					117
2.	Are the persons in your high school or area center who help students to find jobs available to provide that help on a regular basis?					118
3.	Is there an identifiable space or office in your high school or area center where job placement assistance is available?					134
4.	Is there bulletin board/display space available in your high school or area center which is used to provide job placement information?					136
5.	Is the job placement office centrally located?					138
6.	Is the job placement program in your high school or area center promoted?					145
7.	Are presentations about job placement made to staff and the students?					146
8.	Are materials available which describe job placement?					148
9.	Have informational materials about job placement been distributed within the school?					149
10.	Have you received information about other job placement programs in your community?					152
11.	Is help in finding employment available in your high school or area center to any vocational student who needs or wants it?					173
12.	Are students in your high school or area center provided with written information which describes their vocational skills for use when looking for employment?					185
13.	Did you receive assistance in how to prepare your resume?					187
14.	Did you receive additional assistance from the school personnel helping to find employment in "How to interview for a job"?					188
15.	Did you receive information about moving to find employment?					191
16.	Did you receive information about labor laws?					193

Use this space for any COMMENTS you wish to make about this vocational program--

STOP THANK YOU

End of Review for this Program.

SECTION IV

CONDUCTING THE STUDY

Consists of:

- Introduction
- Directions for Selecting Participants and Assigning Review Numbers
- Sampling Suggestions and Procedures
- Recordkeeping
- Random Sampling Procedures
- Sample Size Designations (Chart)
- Assigning the Status Study Number
- Sample of Pre-Coded Label
- Explanation of the Status Study Number
- Reminder for the Facilitator
- Tally Sheet for Individual Reviewer Numbers (Employers)
- Tally Sheet for Reviewer Numbers (Group)
- Use of External Expertise
- The External Team Review
- The Parent/Guardian Survey
- Selecting Respondents and Telephone Interviewers
- Sample Script for Telephone Survey
- Facilitator's Activity Planning Sheet
- Sample Student Letter
- Sample Employer Letter
- Request for Information
- Data Tabulation
- Job Placement Status Study and Planning Materials Request - Form A
- Job Placement Status Study and Planning Questionnaire Request - Form B
- Job Placement Status Study and Planning Materials Request - Form C

- Job Placement Status Study and Planning Pre-Printed Label Request - Form D
- Job Placement Status Study and Planning Service Request - Form E
- Job Placement Status Study and Planning Technical Report Writing - Form F
- Sample Data Tabulation Report
- Objective Tally
- Sample Technical Report

INTRODUCTION

The purpose of Section IV is to assist agencies undertaking a Status Study to make the necessary arrangements for the Assessment and Planning effort. Agencies who have completed an assessment of the existing job placement program have indicated that careful planning for the process is important to the success of the effort.

DIRECTIONS FOR SELECTING PARTICIPANTS AND ASSIGNING REVIEW NUMBERS

PARTICIPATION: Pilot experiences indicate that including as many professional staff as possible provides a larger data base from which to draw conclusions. It is, therefore, recommended that all job placement personnel, vocational administrators, vocational/occupational instructors, guidance personnel, and employers complete the appropriate questionnaires.

A representative sample of current students, completers, recent vocational graduates, and employers should complete the survey. Pilot sites have indicated that a telephone survey of these populations may be the most effective means of surveying.

SAMPLING SUGGESTIONS AND PROCEDURES

Because there are usually a large number of students and/or employers eligible to participate in the Status Study, it is recommended that persons be included by "sampling." Sampling is taking a portion of a population (total individuals) and considering it to be representative of that population. In short, sampling allows you to work with fewer persons but still have findings about the total group.

Simple random sampling is suggested for use with the Status Study. This is a process in which each person in the total group has a known chance of becoming part of the sample.

By using a random selection method, the sample can be considered unbiased. Thus, random samples are said to be representative of the total group from which they were drawn. Use of random methods are accepted as a legitimate means of developing findings for a total group. Some education agencies have access to a computer which is programmed to select a random sample from a given population. The following information will be useful in conducting a simple random sample.

SIMPLE RANDOM SAMPLE PROCEDURES

To draw a simple random sample, first develop a list of the total persons to be considered. Assign each name a number in order beginning with number 1.

Using the total number of names, determine the sample size (the number of persons to be selected as respondents) from the chart "Sample Size Designations." For example, if the total list has 100 names, the sample size will be 80. If the original list has 1,000 names, the sample size will be 278.

RECORDKEEPING

Accurate records are essential in order to measure your response rate. Since the number of potential respondents in most categories is relatively small, it is important to secure a high percentage of responses to avoid having such a small population sample that the data received is not significant.

A response rate of 70% or better is desirable. The facilitator will need a recordkeeping system regardless of whether the site uses pre-coded labels or manually completes the coding section of the questionnaire.

A tally sheet will be helpful in monitoring responses. Tally sheets can be used to keep track of all districts, buildings and individuals participating in the Status Study.

FIGURE 8

SAMPLE SIZE DESIGNATIONS

(95%/±5%)

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	308
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note—N is population size.
S is sample size.

Source: *Educational and Psychological Measurement*

ASSIGNING THE STATUS STUDY NUMBER

Coding of each questionnaire is needed not only to permit the facilitator to monitor responses but is used by the computer center when tabulating the responses.

Each questionnaire must contain the following information which is recorded on the questionnaire either manually or by means of a pre-recorded label.

DATE OF STUDY ____________

CEPD NUMBER __ __

BUILDING NUMBER __ __

REVIEWER NUMBER __ __ __ __

GRADE (GR) __ __ (optional)

DISTRICT __ __

TYPE __ __ __

PROGRAM __ __ __ __ __ __ (optional)

Optional items of information should only be supplied in instances where participating agencies wish to examine their responses of students by grade level and/or vocational program.

Provisions have been made to prepare labels for each survey instrument, therefore, it is necessary for the Planning Committee and facilitator(s) to make a decision as to how they will code the questionnaire. If the participating agencies make the decision to use pre-coded labels, the facilitator must complete, "The Computer Label Request Form" in Section IV of this Handbook. Be sure to check the number requested since inaccurate numbers will delay the entire survey.

Some participating agencies may wish to code their questionnaires manually. Regardless of the coding procedure used, the facilitator must complete the Job Placement Status Study and Planning Materials Request Form found in Section IV of this Handbook in order to obtain the questionaire for use in the assessment phase.

Sites that use the pre-coded labels will receive labels in packets with their questionnaires. Care should be taken with placing the self-adhering labels on the correct type of questionnaire since errors will cause problems in securing good data from respondents and will create problems tabulating the data.

SAMPLE OF PRE-CODED LABEL

CEPD	44	DISTRICT:	33
BUILDING:	BB	TYPE:	V0I
REVIEWER #:	00 9		
GRADE:	ER	PROGRAM:	ZERO Z

EXPLANATION OF THE STATUS STUDY NUMBER: Each questionnaire should be coded as follows to facilitate data processing:

EXAMPLE STATUS STUDY NUMBER:

1 2	1 7	2 digits	Career Education Planning District A pre-established number
3 4	0 5	2 digits	The District Number - often referred to as "LEA" Number A locally established number and assigned by the Facilitator - may be assigned by the computer
5 6 7	V 0 I	3 digits	Type of Questionnaire The name of the Respondent Group is pre-printed on the Questionnaire in the upper right hand. Must be inserted if pre-printed labels are not used.
8 9	2 1	2 digits	The Building Number The locally assigned number for the specific building - established by the Facilitator - may be assigned by the computer.
10 11 12 13	0 0 0 0	4 digits	Individual Reviewer Number Locally determined by Facilitator or determined by the computer
14 15	02 02	2 digits	Student Data - optional Provide this information only if a decision has been made to analyze your student responses by grade level. Sites requesting this data analysis service should use one of the following codes:

01 - 11th grade
02 - 12th grade
03 - Recent graduates
04 - Current students

16 17 18 19 20 21	0 7 0 6 0 1	6 digits	Vocational Program Data - optional Provide this information only if a decision has been made to analyze the student responses by vocational program. Sites requesting this data analysis service should record the CIP code - Classification of Instructional Program

REMINDER FOR THE FACILITATOR

1. Tally sheets should be prepared which lists all district, building and individual numbers.

2. If you are not using pre-printed labels for your questionnaires, the following steps should be taken:

   - Record the CEPD number
   - Assign a two digit number to each district within the CEPD participating in the Status Study. A numeric sequence starting with one may be used or any other sequence of digits such as 01, 02 or 21, 22.
   - Within each district a building number should be assigned for each participating building. Again, a numeric sequence should be followed. If the district has only one building participating, use 00 for the building number.
   - Any numeric sequence can be used when assigning individual reviewer numbers.
   - Some districts have chosen to assign numbers by grade level or by vocational program to facilitate specific needs. Other districts have chosen to use zeros in the section of the coding sheet in order to keep responses anonymous.

TALLY SHEET FOR INDIVIDUAL REVIEWER NUMBERS

(Group) Employers

NUMBER	NAME	NUMBER	NAME
1000	XYZ Company		
1001	ABC Company		
1002	MNO Company		

TALLY SHEET FOR REVIEWER NUMBERS

(Group) ____________

NUMBER	NAME	NUMBER	NAME
0001	Sara Counselor		
0002	John Instructor		
0003	Nancy Administrator		

USE OF EXTERNAL EXPERTISE

Some agencies will wish to use additional resources as part of the review and planning process for job placement. These agencies are encouraged to use external expertise such as an external team to conduct an onsite review. This review should occur after the agency has conducted the Status Study or internal review and has documented conclusions. The internal and external reviews should examine the same components. However, the external team may substantiate the findings of the internal review or not be in total agreement with the findings. Such documentation can serve to initiate discussions leading to improvement of the job placement program.

ROLES OF THE TEAM:

The major reason for enlisting the services of an external team is to obtain an objective second opinion about the status of the existing job placement program.

The team should study the agency's Status Study findings and report, make onsite observations, document perceptions, draw conclusions, and make recommendations. At the conclusion of the onsite review, each team member should participate in a discussion with the agency's personnel. In addition, the team should prepare a written report to be submitted by the team leader within thirtydays following the visit.

In order to avoid real or imagined bias, the members of the external team should be selected with care to assure an impartial team. The agency may wish to ask the Career Education Planning District Vocational-Technical Specialist or officer of the Michigan Association of School Placement Personnel to recommend team members.

The agency may wish to hire a consultant to chair the external team and assign the responsibility for developing the team as a duty.

An external team must be carefully selected or recommended to ensure that an appropriate review takes place. The following criteria should be considered when selecting the team:

1. At least some team members should represent a school setting similar to the one being reviewed.
2. Individuals with a job placement background should be included in the team, as well as with a counseling background.
3. Some of the team members should have expertise relative to vocational/occupational education.

Care should be taken to restrict the team size in order to avoid an unmanageable group.

A logical means for managing the expenses of an external team would be to utilize the approach followed by the Secondary Program Review. For example, the host agency pays for meals and lodging while the team members pay for release time. Transportation may also be paid by the team members.

THE EXTERNAL TEAM REVIEW

When plans are made for the external team to review the job placement programs, adequate time should be provided to allow for the following:

- Review of the Status Study Report.
- Observations of the job placement services/activities.
- Review of written materials about the job placement program including forms, reports, guidelines, other evaluations, inter-agency agreements, grants, manuals, promotional materials, etc.
- Interviews with current students, parents, teachers/instructors, administrators, guidance personnel, employers, and selected others including former students.
- Review of the manual or computerized job placement system including the matching of applicants with jobs.

In order to accomplish the onsite review effectively it is important that the facilitator develop an agenda and divide tasks prior to the arrival of the team. Experience with onsite reviews supports the importance of providing the team with an overview of which should include some data about the vocational/occupational programs offered, the labor market, target population, and funding.

The host agency should provide the team with the needed assistance for the review. For example, if the team will visit distant job placement offices or employer sites, the host site should have contacted the persons to be interviewed and informed them of who will be coming and when they can be expected to arrive. If the external teams conduct a telephone survey, it is essential that advance preparations include necessary arrangements for adequate telephones. The advance arrangements should also include making sure that a list of telephone numbers are available. Advance planning should be done with care in order to avoid biases, i.e. if the external team only interviews employees who are extremely supportive of the placement program the results of this aspect of the review will have little value for planning purposes. It is also important that the persons to be interviewed have an idea of approximately how much time the interview will take.

In order to assist in the onsite review, the facilitator may wish to provide interviewers with uniform questions, or the onsite review team leader may wish to develop a series of uniform questions with other team members. In other cases, the team may wish to have a less formalized approach, however, some steps should be taken to ensure uniformity. A "Recommended Series of Questions" is available upon request from the VECAPS Project at Ferris State College, 200 Education Building, Big Rapids, Michigan, 49307, telephone: (616) 796-0461, ext. 5708.

THE PARENT/GUARDIAN SURVEY

Agencies conducting a Status Study may choose to conduct a Parent Telephone Survey to provide an additional dimension to the assessment of the job placement program. This telephone survey is designed to collect information about how parents and guardians feel about the job placement services provided by the schools in which their children have been enrolled.

Sites conducting parent/guardian surveys should determine which questions will be raised and provide a list to the persons conducting this survey in addition to a list of phone numbers. The results of this survey must be hand tallied.

SELECTING RESPONDENTS AND TELEPHONE INTERVIEWERS

The SS/P facilitator and/or the committee should determine who the parents/guardians to be surveyed will be and who will conduct the telephone survey. It is recommended that only parents/guardians be selected whose children have completed a vocational/occupational program. All or a sample of these parents/guardians should be selected.

The facilitator and/or the committee should consider including telephone interviewers in addition to job placement staff. The following list includes types of individuals who might be asked to serve as interviewers.

- former vocational/occupational students
- advisory committee members
- parents/guardians
- counselors

The reticence of individuals to serve as interviewers may be overcome by providing a precise explanation of outcomes and expectations. In addition, individuals are generally more willing to assist in the survey if they are asked to complete a specific number of phone calls rather than to commit to an extended period of time. Potential interviewers should be assured that they will be provided with ample instruction in interviewing techniques and that they will be familiarized with the survey instrument before conducting the telephone interviews. The interviewers should also be assured that there will be personnel to assist with unique questions or problems.

TRAINING TELEPHONE INTERVIEWERS

A training or inservice session should be conducted prior to the start of the telephone survey. It is advantageous to schedule the meeting(s) just before the interviews. Use of this type of schedule will eliminate additional trips and transportation costs for the interviewers. In most cases the facilitator should allow thirty minutes for the actual training of interviewers.

The training should include not only tipsfor interviewers, but also should include tips for telephone interviews.

A sample script for use with the parent/guardian survey is provided.

SAMPLE

SCRIPT FOR TELEPHONE SURVEY

Hello, my name is ______________________________. I am a (n) ________________

______________________________(job title) at ______________________ (district, high school or vocational center) in ______________________________ (town).

May I speak to: _____________________________________ (name of respondent).

If the person is not home, determine best time for the return call.

If the person has left home . . .

Because of military service or going away to school, ask the mother or father how he/she can be reached

Because of marriage, ask new name, address and telephone number

for other reasons, ask new address and telephone number

If you contact the respondent:

Reintroduce yourself if necessary, otherwide proceed with the interview.

As a graduate of the ______________________________________ (district, high school or vocational center) you can help us to plan better educational and placement services for present and future high school students by answering the following questions. The information you give us will be used for educational purposes only and your answers will be totally confidential. The survey will take only 5-7 minutes. Is this a good time for you to answer? If yes, proceed. If no, get a time for the call back.

FACILITATOR'S ACTIVITY PLANNING SHEET

Person Responsible	Activity	Target Date
	Preliminary Activities: . Gain local support.	
	. Submit evidence of intent to conduct status study and write long-range plan for job placement to MDE/V-TES.	
	. Identify status study and long-range planning facilitator and assistant.	
	. Identify status study/long-range planning committee.	
	. Inservice status study/planning committee.	
	. Develop work plan.	
	. Submit work plan to MDE/V-TES.	
	. Identify individual(s) to record, distribute, and maintain committee meeting minutes.	
	Status Study Phase: . Review the status study instrument. . Make adjustments and add questions. . Create additional collection instruments (if needed). . Prepare special instructions as needed. . Determine how the status study will be conducted. . Determine how job placement staff will be involved.	

Person Responsible	Activity	Target Date
	Status Study Phase (Cont.): . Establish procedures for discussions with non-school job placement programs.	
	. Identify persons to be involved in the discussions with non-education agency job placement programs.	
	. Identify individual(s) to tabulate data and display findings.	
	. Identify individual(s) to develop status study conclusions.	
	. Identify individual(s) to prepare status study report.	
	. Plan for distribution of the status study report within the job placement service area.	
	. Collect status study data.	
	. Tabulate and display data.	
	. Study findings and draw conclusions from findings-status study.	
	. List obvious strategies.	
	. Prepare and submit status study report to MDE/V-TES.	
	Planning Phase: . Determine how the plan development phase will be conducted. . Select planning group (if one done previously). . Prepare materials for use by the planning committee.	

Person Responsible	Activity	Target Date
	Planning Phase (Cont.): • Conduct inservice to orient planning committee participants (if a different group).	
	• Reassess and finalize planning timetable.	
	• Identify needs.	
	• Prioritize needs.	
	• Develop strategies for proposed action.	
	• Prepare tentative written consolidated long-range job placement plan.	
	• Obtain written state level (MDE/V-TES) consensus.	
	• Finalize and obtain regional sign-offs on written financial and/or non-financial agreements or contracts.	
	• Gain/Enlist local approval and support for consolidated long-range job placement plan.	
	• Implement the consolidated job placement plan as defined by the long-range plan.	
	• Internally monitor consolidated job placement program and long-range plan.	
	• Evaluate job placement and reassess long-range job placement plan.	
	• Notify state level (MDE/V-TES) of intention to review and modify job placement.	
	• MDE/V-TES transmit acknowledgement.	
	• Modify job placement plan and delivery system.	

INSTRUCTIONS

1. These letters may be used in the assessment phase.
2. If a decision is made to use letterhead with questionnaires to a respondent group, letterhead for the local education agency should be used.
3. Pilot sites have indicated that if letters of this type are used, respondent groups are most likely to have a positive reaction if the person signing the letter is identified with the education agency sending the letter.

SAMPLE STUDENT LETTER

Dear Former Student:

As a graduate of the _______Public Schools you can help us to plan better educational and placement services for present and future high school students by answering the following questions.

The information you return will be used for educational purposes only. Thank you for your cooperation and assistance in completing this survey. Your name will not be released or otherwise connected with the information you provide.

Please return your survey in the enclosed postpaid envelope.

SAMPLE EMPLOYER LETTER*

Dear Employer,

As an employer, in or near _______ County, you can help us to plan better educational and placement services for present and future high school students by answering the following questions.

The information you return will be used for educational purposes only. Thank you for your cooperation and assistance in completing this survey. Your name will not be released or otherwise connected with the information you provide.

---

* See related instructions

REQUESTS FOR INFORMATION

As you plan to introduce the Status Study and Planning process for job placement in your Career Education Planning District, you will need to order materials to facilitate your efforts.

The following materials are available from VECAPS to assist you:

1. Should you wish to request any of the following, COMPLETE REQUEST FORM A, page 88.
    - A REFERENCE GUIDE FOR THE COORDINATED DELIVERY OF JOB PLACEMENT IN MICHIGAN
    - STATUS STUDY AND PLANNING TRANSPARENCIES
    - FACILITATOR'S HANDBOOK FOR JOB PLACEMENT STATUS STUDY AND PLANNING
    - STATUS STUDY QUESTIONS MASTER LIST
    - SAMPLE LETTERS
    - SAMPLE STATUS STUDY QUESTIONS FOR EACH RESPONDENT GROUP
2. Use REQUEST FORM B, page 89 to calculate the total number of questionnaires needed by your CEPD.
3. Use REQUEST FORM C, Page 90 to request the number of questionnaires needed. This is for use in gathering locally the number of questionnaires needed.

DATA TABULATION

After you have collected all of the questionnaires, they will need to be sorted with care to ensure accurate processing as well as a quick turn-around.

Please handle the completed questionnaires in the manner listed below:

1. Keep all questionnaires separate for each Career Education Planning District and attach REQUEST DATA TABULATION FORM
   If you wish to have the data reported by district or building within the CEPD, it is essential that the questionnaires be grouped by district and separated into such groups. (The data tabulation form should be completed and included with the questionnaires).

2. Complete REQUEST FORM F, page 93 for Technical Report Writing Services.

3. Package and mail the questionnaires and forms (using either UPS or registered mail) to the:

   Vocational Education Resource Center
   133 Erickson Hall
   Michigan State University
   East Lansing, MI 48824

Your questionnaires and the computer report will be returned to you. However, if you requested the technical report writing services, you will receive a written notice of a tentative date for completion.

4. Participating agencies will receive a report which provides them with a tabulation of responses. The tabulated data will be reported by objective columnar in a format. Each objective is followed by the specific questionnaire that relates to it from the questionnaires. The computer print-outs display numerically the number and percentage of respondents for each response category. Student and employer responses are separated.

The following key is essential for understanding the data display:

JPP = Job Placement Personnel
A = Administrators
GP = Guidance Personnel
VOI = Vocational/Occupational Instructors
O = Others
E = Employers
S = Students

All responses are categorized as follows:

No/Needs Improvement
Yes
Not Applicable
No Opinion/Don't Know
Missing Data

JOB PLACEMENT STATUS STUDY AND PLANNING MATERIALS REQUEST
FORM "A"

Return this Request to:

VOCATIONAL EDUCATION COUNSELING AND PLACEMENT SERVICES
200 EDUCATION BUILDING, FERRIS STATE COLLEGE, BIG RAPIDS, MI 49037 Phone (616) 796-0461 ext. 5708 IN-WATS (800) 372-6233

Number Needed	Material(s) Requested	Date Needed	Date Mailed (to be completed by VECAPS)
1. ______	*A REFERENCE GUIDE FOR THE COORDINATED DELIVERY OF JOB PLACEMENT IN MICHIGAN		
2. ______	*Status Study and Planning Transparencies		
3. ______	*FACILITATOR'S HANDBOOK FOR JOB PLACEMENT STATUS STUDY AND PLANNING		
4. ______	Status Study Questions Master List		
5. ______	Sample Status Study Questions for each Respondent Group		

Ship the Requested Materials

SS/P Facilitator ______________________

Education Agency ______________________

Address ______________________

____

Phone (__) ______________________

CEPD # ______________________

*These materials will be provided at cost including shipping charges.

JOB PLACEMENT STATUS STUDY AND PLANNING

FORM B
For local use in determining the number of questionnaires needed.

Job Placement Programs to be Reviewed

Number of Questionnaires

District	Building	Job Place. Personnel	Administrators	Guidance Personnel	Voc./Occup. Instr.	Others	Employees	Students	

Local Contact Person ______________________

JOB PLACEMENT STATUS STUDY AND PLANNING

MATERIALS REQUEST

FORM C

Return this Request to:

VOCATIONAL EDUCATION COUNSELING AND
PLACEMENT SERVICES
200 EDUCATION BUILDING
FERRIS STATE COLLEGE
BIG RAPIDS, MI 49307
Phone (616) 796-0461 ext. 5708
IN-WATs (800) 372-6233

Retain a copy of this form for your records

Type of Questionnaire	Number Needed
Job Placement Personnel	
Administrators	
Guidance Personnel	
Vocational/Occupational Instructors	
Others	
Employers	
Students	

Ship the Requested Materials to:

SS/P Facilitator ______________________________

Education Agency ______________________________

Address ______________________________

____

Phone (____) ______________________________

CEPD ______________________________

Date Needed ______________________________

JOB PLACEMENT STATUS STUDY AND PLANNING
PRE-PRINTED LABEL REQUEST FORM
FORM D

Duplicate as needed
Return this request to:

Vocational Education Placement Services
Ferris State College
Big Rapids, MI 49037

CEPD # _ _

Column A # of Labels	Column B Numeric District Code	Column C Building Number	Column D Personnel Type
_ _ _ _	_ _	_ _	_ _ _
_ _ _ _	_ _	_ _	_ _ _
_ _ _ _	_ _	_ _	_ _ _
_ _ _ _	_ _	_ _	_ _ _
_ _ _ _	_ _	_ _	_ _ _
_ _ _ _	_ _	_ _	_ _ _
_ _ _ _	_ _	_ _	_ _ _

Use This Section To Request Student Questionnaires Only

lumn A of Labels	Column B Numeric District Code	Column C Building #	Column D Personnel Type	Column E Voc. Program Code	Column F Grade (optional)
_ _ _ _	_ _	_ _	_ _ _	_ _ _ _ _ _	_ _
_ _ _ _	_ _	_ _	_ _ _	_ _ _ _ _ _	_ _
_ _ _ _	_ _	_ _	_ _ _	_ _ _ _ _ _	_ _
_ _ _ _	_ _	_ _	_ _ _	_ _ _ _ _ _	_ _
_ _ _ _	_ _	_ _	_ _ _	_ _ _ _ _ _	_ _

Return the Requested Labels to:

SS/P Facilitator ______________________________

Education Agency ______________________________

Address ______________________________

____

Phone (_) ____________________

CEPD # ____________________

pe: JPP - Job Placement Personnel

Key
A - Administrators
GP - Guidance Personnel
VOI - Vocational/Occupational Instructors
O - Others
E - Employers
S - Students

JOB PLACEMENT STATUS STUDY AND PLANNING
SERVICE REQUEST
FORM E

Return this Service Request to:

VOCATIONAL EDUCATION RESOURCE CENTER
133 ERICKSON HALL, MICHIGAN STATE UNIVERSITY, EAST LANSING, MI 48824
Phone (517) 353-4397

DATA PROCESSING REPORT
FORM E

Types of Reports

Check all that apply and record the requested information:

- ☐ Subset summary for the district
- ☐ Subset summary for the Career Education Planning District
- ☐ Summary for the Building(s)
- ☐ Summary of Student Responses by Grade
- ☐ Summary of Student Responses by Vocational Program
- ☐ Summary of Student Responses by Grade within Program

CEPD #	District Number	Building Name

Return the data processing to:

SS/P Facilitator ____________________

Education Agency ____________________

Address ____________________

____

Phone # ____________________

CEPD ____________________

SDA ____________________

Date Submitted ____________________

JOB PLACEMENT STATUS STUDY AND PLANNING

TECHNICAL REPORT WRITING REQUEST

FORM F

Return this Request to:

VOCATIONAL EDUCATION COUNSELING AND
PLACEMENT SERVICES
200 EDUCATION BUILDING
FERRIS STATE COLLEGE
BIG RAPIDS, MI 49037
Phone (616) 796-0461 ext. 5708
(800) 372-6233 Michigan Wats

Duplicate as needed

Types of Reports Requested

☐ CEPD

List CEPD Numbers

____

____

____

____

____

☐ District Reports* ____________________

☐ Vocational Programs Reports* ____________________

☐ Grade Level Reports* ____________________

*Participants requesting reports should provide for cost - $70.00 each. ____________________

____

Return the Data Processing to:

SS/P Facilitator ______________________________

Education Agency ______________________________

Address ______________________________

____

Phone (______) ______________________________

CEPD ______________________________

Date Needed ______________________________

SAMPLE DATA TABULATION REPORT

```
08/06/85W1066 ED SYSTEM VERSION   08/06/85

                         DP DATE:  08/06/85

     CEPD 00

     BUILDING  00
     BUILDING  02
     BUILDING  01

     DISTRICT  00
     DISTRICT  04
     DISTRICT  03
     DISTRICT  02
     DISTRICT  01
     DISTRICT  05


     QUESTIONNAIRE TALLY

     JPP   JOB PLACEMENT PERS       6
     A     ADMINISTRATORS          13
     GP    GUIDANCE PERSONNEL       8
     VOI   VOC. OCCUP. INSTRU      14
     O     OTHERS                  11
     E     EMPLOYERS               83
     S     STUDENTS               992

     TOTAL                       1127
```

GOAL/OBJ: QUESTIONS 215-217:

RESP	TOT RESP	NO #	NO PCT	YES #	YES PCT	NN/NA #	NN/NA PCT	NOP/DK #	NOP/DK PCT	NR #	NR PCT
E	249	59	23.7	109	43.8	8	3.2	13	5.2	60	24.1
TOT	249	59	23.7	109	43.8	8	3.2	13	5.2	60	24.1

Q 215: PRIOR TO THE RECEIPT OF THIS SURVEY, WERE YOU AWARE THAT A VOCATIONAL JOB PLACEMENT SERVICE WAS PROVIDED BY THE SCHOOL DISTRICT TO ASSIST YOUR COMPANY OR ORGANIZATION IN FINDING QUALIFIED EMPLOYEES?

RESP	TOT RESP	NO #	NO PCT	YES #	YES PCT	NN/NA #	NN/NA PCT	NOP/DK #	NOP/DK PCT	NR #	NR PCT
E	83	19	22.9	56	67.5			1	1.2	7	8.4
TOT	83	19	22.9	56	67.5			1	1.2	7	8.4

Q 216: HAS YOUR COMPANY OR ORGANIZATION EVER UTILIZED THE VOCATIONAL JOB PLACEMENT SERVICE IN YOUR AREA?

RESP	TOT RESP	NO #	NO PCT	YES #	YES PCT	NN/NA #	NN/NA PCT	NOP/DK #	NOP/DK PCT	NR #	NR PCT
E	83	27	32.5	31	37.3					25	30.1
TOT	83	27	32.5	31	37.3					25	30.1

Q 217: HAS THE VOCATIONAL JOB PLACEMENT SERVICE BEEN ABLE TO PROVIDE APPLICANTS WHICH MEET YOUR NEEDS?

RESP	TOT RESP	NO #	NO PCT	YES #	YES PCT	NN/NA #	NN/NA PCT	NOP/DK #	NOP/DK PCT	NR #	NR PCT
E	83	13	15.7	22	26.5	8	9.6	12	14.5	28	33.7
TOT	83	13	15.7	22	26.5	8	9.6	12	14.5	28	33.7

GOAL/OBJ: 3/B (FAC/EQUIP) QUESTIONS 135-136:

EQUIPMENT, MATERIALS, AND SUPPLIES WILL MEET THE NEEDS OF JOB PLACEMENT.

RESP	TOT RESP	NO #	NO PCT	YES #	YES PCT	NN/NA #	NN/NA PCT	NOP/DK #	NOP/DK PCT	NR #	NR PCT
JPP	12			12	100.0						
A	26	1	3.8	22	84.6			3	11.5		
TOT	38	1	2.6	34	89.5			3	7.9		
S	992	132	13.3	650	65.5	5	.5	187	18.9	18	1.8

Q 135: ARE EQUIPMENT, MATERIALS, AND SUPPLIES IN GOOD WORKING CONDITION AND SUFFICIENT TO MEET THE NEEDS OF JOB PLACEMENT?

RESP	TOT RESP	NO #	NO PCT	YES #	YES PCT	NN/NA #	NN/NA PCT	NOP/DK #	NOP/DK PCT	NR #	NR PCT
JPP	6			6	100.0						
A	13			11	84.6			2	15.4		
TOT	19			17	89.5			2	10.5		

Q 136: IS BULLETIN BOARD/DISPLAY SPACE USED TO PROVIDE INFORMATION ABOUT JOB PLACEMENT?

RESP	TOT RESP	NO #	NO PCT	YES #	YES PCT	NN/NA #	NN/NA PCT	NOP/DK #	NOP/DK PCT	NR #	NR PCT
JPP	6			6	100.0						
A	13	1	7.7	11	84.6			1	7.7		
TOT	19	1	5.3	17	89.5			1	5.3		
S	992	132	13.3	650	65.5	5	.5	187	18.9	18	1.8

SAMPLE TECHNICAL REPORT

RE[illegible]ED QU[illegible]IONS	AREA OF INVESTIGATION	FINDINGS
	1. DEMOGRAPHIC DATA	
215	1) Prior to the receipt of this survey, were you aware that a vocational job placement service was provided by the school district to assist your company or organization in finding qualified employees?	1) 68% of the employers surveyed indicated that they were aware that a vocational job placement service is available to assist them in finding qualified employees.
217	2) Has your company or organization ever utilized the vocational job placement service in your area?	2) 33% of the employers surveyed indicated that they have never utilized the service. 37% indicated they have utilized the service. 30% did not respond.
97	3) Has the vocational job placement service been able to provide applicants which meet your needs?	3) 27% of the employers surveyed indicated the job placement service had provided applicants to meet their needs. 48% did not respond, or had no opinion. 16% indicated their needs had not been met.
	I. ADMINISTRATION/ORGANIZATION	
	GOAL 1: Goals and objectives, an organizational structure, and a planning system will be established for the job placement system.	
	Objective A: Goals and objectives for job placement will be approved/adopted.	
101	1) Are there written goals and objectives for job placement?	1) 67% of the job placement personnel, 46% of the administrators, 25% of the guidance personnel and 43% of the vocational occupational instructors indicated that there are written goals and objectives for job placement. A significant number of administrators 46%, guidance personnel 63%, and vocational occupational instructors 50% indicated that they did not know, or had no opinion as to whether there were goals and objectives.
102	2) Have goals and objectives been approved/adopted by the board of education?	2) 50% of the job placement personnel indicated goals and objectives have been adopted. No administrators knew or did not respond to the question. 38% of the guidance personnel and 43% of the vocational occupational instructors indicated they had been adopted. A significant number 57% of vocational occupational instructors did not know or did not respond to the question.

APPENDIX A

GLOSSARY OF RELEVANT TERMS

APPLICANT/CLIENT - A youth or adult who is seeking assistance from the job placement delivery system in finding employment.

APPLICANT/CLIENT ASSESSMENT - Is a process of accessing the applicants'/clients' job readiness which results in the development of an employment prescription for use by the job placement program. This is a process in which all applicants/clients must participate.

AREA JOB PLACEMENT PROGRAM - A public education-based program which coordinates the delivery of job placement services and activities for students still in school, dropouts, completers, and recent graduates on an area basis. The program provides coordination to local job placement programs of one or more school districts or a number of comprehensive high schools and/or post-secondary institutions.

CEPD - This is an acronym for Career Education Planning District. There are a total of 53 Career Education Planning Districts in the state of Michigan.

CIP - "Classification of Instructional Programs" is a coding system for vocational education instruction program names and descriptors in the occupational areas of: Agriculture, Business and Office, Health Occupations, Home Economics, Marketing and Distribution, Technical, and Trade and Industrial.

COMMUNITY-BASED ORGANIZATION - Private non-profit organizations which are representative of significant community segments and which provide employment/training services. For example: Urban League, Jobs for Progress, Mainstream, and Community Action.

COMPETENCY - A statement of educational intent, which is measured by specific behavioral outcomes or acquired skills. It represents what the vocational/occupational education student or program completer can do in terms of performing, demonstrating, describing, explaining, analyzing, comparing, etc.

COMPLETER - A student who has completed an approved planned sequence of courses and activities designed to meet vocational/occupational objectives for acquiring entry-level job skills. This person may or may not have completed the requirements for graduation.

CREDENTIALING SERVICE - A service provided by the public education-based job placement program which provides applicants/clients with copies of documents to be used in the job search. The documents include: letters of reference, personal data sheets, resumes, descriptions of the school program, and descriptions of vocational competencies. This service should be available as long as the applicant/client is eligible to use the public education-based job placement program.

EDP - "Employability Development Plan" is a written plan that sets forth the student's career goals, identifies ways of attaining those goals, and documents the education, skills, and experiences attained in line with those goals.

EDUCATION AGENCY - Legally organized and recognized educational agencies at the secondary and post-secondary level. This will include K-12 districts, intermediate school districts, community colleges, and four-year institutions.

ELIGIBLE VOCATIONAL/OCCUPATIONAL APPLICANT/CLIENT - A person determined to be currently enrolled in, who has completed, is a school leaver of, or is a recent graduate of an approved vocationa/occupational education program.

EMPLOYMENT GUIDANCE & COUNSELING - Group of individual counseling techniques, including interviews and interest aptitude testing, for the purpose of improving job readiness.

EMPLOYMENT PRESCRIPTION - Is a profile developed during the applicant/client assessment process which identifies: 1) the applicant/client level of job readiness, 2) applicant/client responsibilities, and 3) responsibilities of the public education-based job placement program and other programs. The employability prescription should be periodically reviewed by the applicant/client and job placement personnel in order to revise as needed.

FULL-TIME EMPLOYMENT - 35 hours or more per week.

GEOGRAPHIC LABOR MARKET - The geographic area in which workers can generally change jobs without changing residence.

INTERNAL LABOR MARKET - A labor market (usually within an individual firm) characterized by the dominance of institutional rules rather than supply and demand forces.

JOB - A position of employment or a group of similar paid positions requiring some similar attributes in a single operation. Jobs are task outcome oriented and organization centered.

JOB DEVELOPER - The job placement staff person responsible for business and industry contacts in order to identify job openings and secure job orders.

JOB FAIR - A special campaign used to recruit jobs during which a number of employers present information about their business/company and interview applicants/clients.

JOB OPENING - A listing of a position for which there is a potential to hire.

JOB ORDER - A request received from an employer listing a job opening for which there is a potential to hire.

JOB PLACEMENT AREA - The geographical territory which has been designated as a labor market area for the purpose of coordination and delivery of job placement for vocational/occupational education students and completers.

JOB PLACEMENT PROGRAM DIRECTOR/COORDINATOR - A member of the job placement staff who spends the major portion of his or her time performing administrative and coordinative functions for the job placement program.

JOB PLACEMENT SPECIALIST - A member of the job placement staff who interviews applicants/clients and assists them in their job selections by matching the job needs of the employer with interested and qualified job applicants/clients.

LABOR MARKET - The marketplace through which the price and allocation of labor is established.

LEAVER - A student who enrolled in a vocational/occupational education program but left the program before completing a planned sequence of courses as outlined by the public education institution.

LOCAL VOCATIONAL EDUCATION JOB PLACEMENT PROGRAM - A vocational/occupational education job placement program located in a secondary or post-secondary educational agency which is part of the job placement network for the area. The local vocational/occupational education job placement program provides services on a building level.

MRS - "Michigan Rehabilitation Service" of the Michigan Department of Educationa, through a network of 34 field offices, provides necessary vocational rehabilitation services for eligible persons to prepare for and find suitable employment. MRS provides medical and vocational evaluations, vocational counseling, and job placement and follow-up services. Other services such as job training, daily living and transportation assistance, deaf interpreter services, reader services, tools, equipment and occupational licenses may be coordinated through public and private agencies in the community.

NON-TRADITIONAL JOB PLACEMENT - Refers to the placement of a person of either sex in an occupational area presently dominated by the other sex.

OCCUPATION - A group of similar jobs performed in various organizations identified by the type of work being done; i.e., the tasks performed, or also by the human behaviors associated with the job.

OCCUPATIONAL CLUSTER - A group of occupations related through common skills, often accompanied by other shared characteristics such as involvement in producing the same goal and service.

OCCUPATIONAL INFORMATION - Descriptive and quantitative information on the characteristics of occupations and jobs, such as demand and supply, the nature of the occupation, working conditions, personal requirements, licensing, certification and registration requirements, methods of entry and advancement, earnings, and employment profile.

PART-TIME EMPLOYMENT - Less than 35 hours per week.

PERSONAL ADJUSTMENT - Is an intensive therapeutic training period for individual applicants/clients who exhibit personal behavior problems which mitigate successful job entry or retention. This service may be provided by the guidance program.

POST-EMPLOYMENT SUPPORT SERVICES - Is the provision of services which enables the applicant/client to retain employment. The service may be short or long-term and may be initiated by either the employer or applicant/client. In some cases, applicant/client participation may be a condition of continued employment. The nature of the support service may be such that it is advisable or necessary to refer the applicant/client to a community or public agency. The applicant's/client's file should remain open until the specified conditions are met.

PUBLIC AGENCY - A non-educational organization which provides job placement services to a school-aged and/or adult population. For example: MESC, JTPA, Michigan Vocational Rehabilitation Services, and Michigan Department of Social Services.

RELATED PLACEMENT - A job in which the applicant/client utilizes the training received in an approved vocational/occupational education program to complete the majority of his or her work task(s).

SDA - This is an acronym for Service Delivery Area. There are a total of 26 Service Delivery Areas. A Service Delivery Area is a geographically designated entity for purposes of JTPA funding and administration.

SPECIAL JOB IDENTIFICATION CAMPAIGN - Activities used by public education-based job placement programs to recruit/identify a large number of job openings during peak periods of employment demand. These campaigns include activities such as phone-a-thons, telethons, job fairs, etc.

SUCCESSFUL JOB PLACEMENT - Refers to an eligible applicant/client who, as the result of public education-based job services, is interviewed and is hired in either a full-time or part-time job.

TEMPOARY EMPLOYMENT - 150 days or less.

UNDEREMPLOYED PERSON - (1) A person who is working part-time but has been seeking full-time work; (2) A person who is working part-time or full-time in a position below their skill level.

UNEMPLOYED PERSON - A person who is without a job and who wants and is available for work.

VERIFICATION OF EMPLOYMENT - Is the process used by public education-based job placement programs to document the outcome of the referral process.

VOCATIONAL/OCCUPATIONAL EDUCATION JOB PLACEMENT PROGRAM - A public education-based job placement program which consists of those services and support activities which are coordinated at the area and local level to assist students enrolled in, or former students who have completed approved vocational/occupational programs, to actualize their career choices through unsubsidized competitive employment.

WORK ADJUSTMENT - Is an intensive therapeutic training period for individual applicants/clients who have experienced work related problems which prevent successful job entry or retention. This service is often provided by a non-educational agency that employs specialists in behavioral modification. This may be a long-term service.

A CHRONOLOGY OF SIGNIFICANT EVENTS

The following series of events occurred at state and local levels, which reflected a growing awareness of the role public education agencies should play in the provision of formalized job placement.

- **1963** – Vocational Education Act of 1963, Public Law 88-210, providing authorization to use funds for vocational placement.
- **1967** – Michigan Administrative Rules (Section R395.251d) states that schools operating reimbursed vocational education programs shall provide adequate job placement directly or in combination with the Michigan Employment Security Commission or other appropriate community or state agencies.
- **1968** – Public Law 90-576 of the Vocational Education Amendment continued the authorization for vocational placement.
- **1972** – Title II of the Education Amendments included a provision for the allocation of funds to support job placement.
- **1973** – First Job Placement Annual Conference was held.
- **1974** – Michigan Department of Education, Vocational-Technical Education Service, hired a consultant with the responsibility to initiate development of a statewide job placement program.
  - The first reference to job placement following program completion is reflected in the 1974 State Plan for Vocational Education.
  - Public Act 97 provided authorization for K-12 career education which required local education agencies to plan career education programs.
  - The National Advisory Council on Vocational Education in a study entitled "School-to-Work" states that job placement is a function of schools.
- **1975** – The State Board of Education issued "A Position Paper on School-Based Placement Services" which is the cornerstone for school-based job placement in Michigan.
  - The first edition of the Job Placement Guide was printed as part of the Career Education Handbook to provide guidelines for the development of job placement in public education agencies.
  - Funding for exemplary area job placement projects was initiated.
- **1976** – The Education Amendments of 1976 (Public Law 94-482) continued to make funds available to develop and provide job placement.
  - The Education Amendments of 1976 (Title III, Part C) made federal funds available for career education which included job placement.
  - The Michigan Association of School Placement Personnel (MASPP) was formed to provide a forum for job placement issues and concerns.

APPENDIX C

EXCERPTS OF RELEVANT LEGISLATION

1963 - Administration of Vocational Education Rules & Regulations for the Vocational Education Act of 1963 (P.L. 88-210) Section 104.18(a) states that:

> The State plan shall provide for such vocational guidance and counseling personnel and services as are required by the program of instruction pursuant to Section 104.13(k), and describes such provisions on both the State and local levels with information on the types of expenditures to be included and the standards and requirements of vocational guidance and counseling services which are designed to (1) identify and encourage the enrollment of individuals needing vocational education, (2) provide the individuals with information necessary for realistic vocational planning, (3) assist them while pursuing the plan, (4) aid them in vocational placement, and (5) conduct follow-up procedures to determine the effectiveness of the vocational instruction and guidance and counseling program.

1967 - Michigan Administrative Rules - Section R395.251(d) reads:

> Vocational guidance and counseling shall identify and encourage the enrollment of students needing vocational education; provide students with information necessary for realistic vocational planning; provide adequate guidance and counseling designed to enable vocational and potential vocational education students to plan realistic programs of vocational preparation; provide adequate guidance and counseling for students enrolled in or anticipating enrolling in a program of vocational education; provide adequate job placement services either directly or in cooperation with the Michigan Employment Security Commission or other appropriate community or state agencies; and carry out systematic follow-up studies of former vocational education students at least annually, or as may be otherwise required by the state board. Local schools participating in a reimbursed program of vocational education shall submit such reports as may be required by the state board relating to vocational guidance and counseling activities and achievements.

1968 - The Amendments to the Vocational Education Act of 1963 (P.L. 90-576) Part D - Exemplary Programs and Projects - Section 141 says that:

> The Congress finds that it is necessary to reduce the continuing seriously high level of youth unemployment by developing means for giving the same kind of attention as is now given to the college preparation needs of those young persons who go on to college, to the job preparation needs of the two out of three young persons who end their education at or before completion of the secondary level, to many of whom face long and bitter months of job hunting or marginal work after leaving school. The purposes of this part, therefore, are to stimulate, thrbugh Federal financial support, new ways to create a bridge between school and earning a living for young people, who are still in school, who have left school either by graduation or by dropping out, or who are in post-secondary programs of vocational preparation, and to promote cooperation between public education and manpower agencies.

1974 - Public Act 97

Sec. 2. As used in this act:

(a) "Career education" means programs for K-12 students designed to create career awareness, orientation, exploration, planning, preparation, and placement, to maximize career options available, and to provide comprehensive career development. In addition, "career education" shall provide for the full development of students to gain maximum self-development and fulfillment from career preparation and choice, and to maximize the capabilities of students to explore, analyze, prepare for, gain entry to, and succeed in career choices.

Sec. 7. Beginning with the 1975-76 school year each local educational agency shall have a comprehensive career education plan and shall establish performance objectives. Each local educational agency shall annually thereafter evaluate and make recommendations for its comprehensive career education program utilizing guidelines and goals recommended by the state board of education, the planning district's plan, and the local educational agency's performance objectives and plan.

1976 - Education Amendments of 1976 (P.L. 94-482) Section 120 - Subpart 2 reads:

placement services for students who have successfully completed vocational education programs, subject to the restriction contained in paragraph (2);

Section 130 - Subpart 3:

provision of educational and job placement services, including programs to prepare individuals for professional occupations or occupations requiring a baccalaureate or higher degree, including follow-up services;

Title III - Part C - Career Education and Career Development

Purpose - Section 331:

It is the purpose of this part to provide Federal assistance to States to enable them to plan for the development of career education and career development programs and activities for individuals of all ages, and to plan for the improvement of existing programs and activities, in the areas of awareness, exploration, planning, and decisionmaking of individuals served with regard to career opportunities and career development throughout the lifetimes of such individuals, through...

(4) planning for the demonstration of the best of the current career education and career development programs and practices by planning to develop and test exemplary programs and practices using various theories, concepts, and approaches with respect to career education and through planning for a nationwide system to regional career education centers;

(6) developing State and local plans for implementing programs designed to ensure that every person has the opportunity to gain the knowledge and skills necessary for gainful or maximum employment and for full participation in our society according to his or her ability.

Use of Funds - Section 334(5) reads in part as follows:

> fostering cooperative arrangements with such community groups and agencies as the public employment services, vocational rehabilitation service, community mental health agencies, education opportunity centers, and other community resources concerned with vocational development guidance and counseling, in order to avoid unnecessary duplication in the provision of services in the community or area to be served; and

1978 - Public Act 536 which became Section 380.1233a of the Michigan School Code states that:

> (1) Counseling or guidance staff employed by a school district, which for purposes of this section may include non-certified, non-endorsed personnel, shall devote an appropriate portion of working time and effort to employment counseling and placement services for pupils 16 to 19 years of age who do not intend to enroll in an institution of higher education after graduation from high school or who require or desire employment in conjunction with their continued education.
>
> (2) A school district may enter into an agreement with one or more school districts, with the intermediate school district to which the school district is constituent, or with any other appropriate unit of local government to establish a joint or cooperative employment counseling or placement service. Upon the request of a school district, the Michigan Employment Security Commission, the Department of Labor, or any other appropriate state agency shall provide assistance in establishing or conducting the service. A school district operating a placement service shall not be subject to Section 6 of Act No. 301 of the Public Acts of 1974, being Section 338.2006 of the Michigan Compiled Laws, and shall not charge a fee or any other consideration.

1984 - Carl D. Perkins Vocational Education Act (P.L. 98-524) Title II - Part A - Section 201(i)(2) reads:

> Vocational education services may include placement services for students who have successfully completed vocational education.

Section 204(a) reads:

> The State Board shall provide assurance that....(1) equal access will be provided to handicapped and disadvantaged individuals in....placement activities.

Title II - Part B - Section 251(a) reads:

> ....each state may use funds available to meet the needs identified in the State Plan for....(18) placement services for those who have completed vocational education programs....

Title I - Part B - Section 113(a(3) reads:

> In developing the state plan, the state shall (D) assess the quality of vocational education in terms of....(iii) the capacity of programs to use the school-to-work and secondary-to-postsecondary transition;....

Title V - Part B - Section 521 as used in this Act reads:

> ....(4) the term career guidance and counseling means those programs (A) which pertain to the body of subject matter and related techniques and methods for the development in individuals of.... placement skills.

x